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ABSTRACT

Determines the degree to which Santa Fe Community College (Florida) is providing quality educational programs and services to its students. Surveys outgoing students to gather their opinions and perceptions of the educational experiences and services they received while attending the college. The survey instrument is divided into three sections: (1) determining students' satisfaction with the educational experiences they encountered while attending the college; (2) offering students the opportunity to rate the various services offered to support those academic functions; and (3) requesting feedback concerning students' satisfaction with the preparation they received at Santa Fe. The targeted population of the study consists of all graduate candidates for either an Associate of Arts or Associate of Science degree, or students completing a Technical Certificate or a Certificate of Training program during the 1998-99 reporting year (summer/fall 1998 and spring 1999). Provides a synopsis of the major highlights of this year's study, which included 2,197 participants. The conclusions are grouped and presented by students' evaluation of their educational experiences, the quality of the services they received at the college, and their overall opinions of their preparation and satisfaction with the college in general. The summary is followed by a four-year graphical trend analysis of the survey results. (VWC)

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Graduate Assessment Survey Report

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Graduate Assessment Survey Summary

An Overview of the Survey Procedures

The ***Graduate Assessment Survey Report***, formerly the ***Graduate Perceptions Study***, is conducted annually by the Office of Institutional Research and Planning (IRP) as a primary measure of Santa Fe Community College's (SFCC's) performance. The title of the study has been changed to more accurately reflect the increased significance of the study as one of the major assessment tools used in the college planning process. The purpose of the study is to determine the degree to which the college is providing quality educational programs and services which are core to the mission of the institution.

The objectives of the study are accomplished by surveying outgoing students to gather their opinions and perceptions of the educational experiences and services they received while attending the college. The survey results are forwarded to office and program managers to be used in reviewing their individual area's success in providing services and support to the students.

The survey instrument (copy available in IRP Office) is divided into three sections. Section one focuses on determining students' satisfaction with the educational experiences they encountered while attending the college, while the second section offers students the opportunity to rate the various services offered to support those academic functions. The third section requests feedback concerning students' satisfaction with the preparation they received at Santa Fe.

The targeted population of the study consists of all graduate candidates for either an Associate of Arts (A.A.) or Associate of Science (A.S.) degree, or students completing a Technical Certificate or a Certificate of Training program during the 1998-99 reporting year (summer/fall 1998 and spring 1999). Associate degree seeking students are given the opportunity to voluntarily participate in the survey upon application for graduation. Students completing a certificate program are offered the option of completing the survey in the classroom at the conclusion of their studies. A total of 2,197 students participated in this year's study.

The following synopsis presents the major highlights of this year's study. The conclusions are grouped and presented by students' evaluation of their educational experiences, the quality of the services they received at SFCC, and their overall opinions of their preparation and satisfaction with the college in general. Numbers and percentages are based on the actual number of students responding to each question or those students who indicated they had used the services. The summary is followed by a four-year graphical trends analysis of the survey results.

Results: Educational Experiences at Santa Fe Community College

Central to all efforts and functions of the college is the mission of providing a campus atmosphere and environment which encourages a high-quality learning experience for all students. Annually measuring students' opinions and perceptions of their experiences provides an assessment tool to insure the college is maintaining its commitment of providing services which promotes a nurturing, physical, intellectual and cultural climate. Based on the conclusions of the ***1998-99 Graduate Assessment Survey Report***, SFCC continues to attain the standards expressed in the college mission.

THE CLASSROOM

Maintaining an optimal learning experience requires a combination of competent instruction, academic support, and an active intellectual and cultural atmosphere. A review of student ratings of their overall "classroom" experiences at SFCC indicates the college is continuing to provide a favorable classroom experience. Of the 2,184 students responding, 88.8% rated the "classroom environment" as good to very good, a slight increase in the rating from the previous year.

Reflecting a high level of satisfaction with the college's tradition of small classes, students' responses further support their favorable classroom experiences. A total of 2,029 (92.5%) of the respondents rated their "classroom size" as good to very good. Only seven students expressed dissatisfaction with the number of students enrolled in their classes.

Rating the various labs which provide support to classroom instruction also reveal a significant measure of approval. Reporting a slight decrease from the previous year's response, "class labs" continue to receive a good to very good rating by approximately eight of ten students or 78.8% of the respondents. A total of 19.0% felt their class lab experiences were average. Evaluating their "computer lab" experiences, 83.8% found the services to be good to very good, while 76.2% gave an equal rating to the "learning labs" which experienced a 4.2% increase in the average response.

THE COURSES

As with their classroom experiences, students expressed an overall satisfaction with "the courses" they selected to take while attending SFCC. When asked to rate the "course content," 1,734 (79.6%) of the respondents indicated that their experiences were good to very good. Approximately 20.0% gave an average rating, while slightly more than one-half of a percent felt their experiences were poor. Rating the level of "course difficulty," roughly seven of ten students said it was good to very good, a decrease of 2.8% from the previous year's rating. Almost three of ten respondents indicated the "course difficulty" was average while less that 1% said it was poor. Students said the "books and materials" used in the courses were satisfactory. A total of 68.3% responded good to very good, while 28.2% rated them as average.

"Testing" and "grading," two of students' major areas of criticism, have consistently received surprisingly high ratings for the past four years. Students' rating of "testing" reveals a 78.1% good to very good response. While less than 1% indicated poor, 21.0% said "testing" procedures were average. "Grading" received an equally high rating from the students. Up 1.6% percentage points from the previous year, 1,757 (80.4%) responded good to very good, with 18.5% choosing average. As with "testing," approximately 1% responded with a poor or less.

INSTRUCTORS

All programs and support services offered by the college revolve around the mission of providing quality instruction to students. The strongest measures of success in attaining the goals of this mission are the opinions and perceptions of the instruction students received from the faculty. A review of the results of the survey indicate the college continues to meet the "front line" challenges of the classroom. Ratings of "instructor quality" reveal a high level of satisfaction among the 2,188 students responding to the survey. Approximately eight out of ten

students, or 79.6%, felt the quality of the instructors was good to very good, while 19.0% responded with an average rating. Echoing the same high level of satisfaction, 1,768 students (81.1%) considered the "instructor help" as good to very good, with 17.2% rating the assistance as average.

"Concern for the individual" and the "availability of instructors" have long been major influences on students in selecting SFCC as their college of choice. Students continue to highly rate the accessibility to instructors with over three-quarters (76.7%) of the respondents indicating the "availability of instructors" was good to very good, while 20.6% said it was average. Reflecting on the college's central focus of the importance of the individual, 73.8% of the students rated the instructors' "concern for the individual" as good to very good. While 22.7% indicated it was average, 3.5% felt the concern was poor or less.

LEARNING RESOURCES

The library serves as a major support function at the college for students, faculty and staff. Rating the informational and academic support available through the print and non-print materials, it appears that students are continuously satisfied with the SFCC library. When asked to rate the "Library Print Materials," a total of 1,345 (73.6%) of the respondents felt the publications and periodicals available to them were good to very good, while 23.1% felt the printed materials were average. Students gave an almost identical rating for the "Library Non-Print Materials." While 73.2% of the 1,257 students responded with a good to very good rating, 23.8% indicated the non-print materials were average. In both cases, approximately 3% of the respondents rated the print and non-print materials as poor or less.

OVERALL COLLEGE ATMOSPHERE

The campus environment is comprised of many different components which contribute to the "overall college atmosphere." Diversity, inclusion, and encouraging the exploration of different philosophies all contribute to making SFCC a unique learning experience. Based on students' opinions, the college is continuing to strengthen the "intellectual atmosphere" of the campus. Increasing almost three percentage points over the past four years, 71.4% of respondents rated the scholarly atmosphere as good to very good, while 26.2% said it was average.

Equally important to all intellectual pursuits is a harmonious environment which exposes students to various cultures and ethnic groups different than their own. According to the survey respondents, the college is succeeding in this mission. Approximately eight of ten students said the "racial harmony" on campus was good to very good, an increase of almost four percentage points above the 1995-96 rating. While 18.5% felt the racial environment was average, less than two percent said it was poor or less.

Creating an environment which contributes to student participation is a difficult task for a commuter campus. Through student government and various clubs and activities, the college encourages students to take part in forming the policies and procedures that govern the institution. When rating their "voice in college policies," 951 (56.7%) of students indicated their influence was good to very good. While clearly one-third (33.5%) said their opinion in formation of policy was average, 9.9% indicated it was poor or less.

Fundamental to rating all experiences and services offered by the college is the attention given to students by the college staff. Receiving almost identical ratings, seven of ten respondents felt the "attitude of the staff toward the individual" and the "concern for the individual" was good to very good. While 25.4% said the "attitude" was average, 27.3% responded the same to the "concern." In both areas, the poor to very poor rating experienced a slight decrease from the previous year.

CULTURAL ATMOSPHERE

In efforts to provide a comprehensive educational experience, the college strives to present students with programs and events which will culturally enrich both their education at SFCC and their everyday lives. Rating the various "cultural activities in general," it appears that students are satisfied with the college's efforts. Of the 1,394 students responding, 74.1% rated the activities as good to very good. While 22.8% said their experiences were average, approximately 3% said they were poor or less.

Commenting on the quality of the "performing arts" experiences at SFCC, almost 80.0% felt the performances were good to very good. While 2.4% indicated they were poor or less, 18.0% said the performances were average. Of the 1,430 students indicating they had attended an exhibition at the college "art gallery," 74.4% said the gallery was good to very good, while 22.5% felt it was average.

Two of the college's most popular events are the Starke Festival of the Arts, held each fall, and the SFCC Spring Arts Festival. Both events, sponsored by the Santa Fe Endowment Corporation and various businesses and governmental agencies, are held to expose students and the community to diverse cultural and creative activities. Based on the survey results, the festivals continue to be well received by students. Of the 1,370 students responding, 1,093 (79.8%) rated the festivals as good to very good, while 18.2% said the events were average. Only 2.0% rated the festivals as poor or less.

Results: Ratings of the Quality of Services Offered At SFCC

In order to provide and maintain the high level of satisfaction students expressed concerning their educational experiences at SFCC, the college offers numerous support services. From financial aid and business affairs, to academic counseling and providing personal safety, the college provides these services to assist students in achieving their goals while attending SFCC. Reviewing the overall results of the 1998-99 survey, it appears the college continues to provide quality services which more than adequately meet students' needs.

ADMISSIONS, RECORDS, FINANCIAL AID, CLAST, AND BUSINESS AFFAIRS

The first impression students receive of the college is very important as it sets the tone in which they approach and view the services they receive in the future. This first image is generally obtained from the "college catalog." Based on the opinions of 2,136 of the responses to the question, 81.2% of the students rated the catalog as good to very good. Eight of ten graduates gave an equally good to very good rating to the "course schedule" which they use each term to register for their classes.

Initial contact with the college usually occurs in the Admissions and Records Office or in the registration process. Students' opinions of the services they received in "Admissions and Records" reflect a strong level of satisfaction. A total of 77.3% of the respondents indicated the services they received were good to very good, with 19.6% rating the office as average. In rating the registration process, one of the main areas of complaints at most educational institutions, a total of 1,624 (74.9%) of the students rated their experiences as good to very good. While the average response rate increased from 17.5% the previous year to 20.5% in 1998-99, the poor or less response rate decreased by approximately 1.0%.

When rating matters concerning finance and administrative rules and procedures, students tend to be more critical in their evaluation. This is reflected in students' ratings of "financial aid." Of the 1,559 students indicating they had used the service, 1,003 (64.4%) said the quality of service they received was good to very good. The average response rating increased approximately 2.0% over the previous year. Reviewing SFCC's "billing/fee payments," 71.3% of the students expressed a good to very good opinion, while 24.9% said the procedures were average. The "Petitions Committee" is an area that deals specifically with problems students might have with their records. A total of 828 (70.9%) of the respondents indicated the committee's services were good to very good, while 20.1% felt they were average.

For many students, the College Level Academic Skills Test (CLAST) is one of the final requirements to be completed in order to graduate from the college. Rating the administration of the test, 77.7% said their experience was good to very good, while 20.2% indicated it was average. The poor or less rating decreased 1.2% from the previous year.

ACADEMIC AND PERSONAL COUNSELING

The college offers students numerous counseling services to assist them in achieving their career and academic goals as well as dealing with personal problems they may encounter while attending SFCC. Academic counseling is an additional area which receives a more critical analysis by students. Of the 2,015 students that said they had used the service, 1,249 (62.0%) felt the "academic advisement" they received was good to very good, while slightly less than one-quarter (24.4%) of the respondents said it was average.

In all facets of advisement, students are assisted in selecting and are directed toward course work that will best serve their career goals. When rating the guidance they received concerning "information on courses and programs," slightly less than two-thirds (64.1%) of the students found the advisement to be good to very good. While 6.0% indicated it was poor or less, 29.9% indicated it was average. Counseling for "career planning" received similar responses with a 62.2% good to very good and a 28.2% average rating.

To assist the college in attaining its goal of insuring access to all residents of both Alachua and Bradford counties, the college's "Work Exploration Center" serves students with disabilities, limited skills and undefined career goals. Of the 939 respondents, 69.7% felt the help they received was good to very good, while 27.1% said it was average. In the area of "personal counseling," 64.2% indicated they were satisfied and rated the advisement as good to very good. Clearly, one in four students (26.4%) said the counseling was average. Rating the "Alcohol & Drug Awareness Center," which offers crisis assistance to students and counseling concerning information on substance abuse, more than two-thirds (67.9%) of the 661 respondents said that the information and assistance received was good to very good, while 27.5% felt it was average.

STUDENT ACTIVITIES

Santa Fe encourages student participation in various activities, including clubs and organizations, as well as team and intramural sports. Student support for these activities continues to be satisfactory as indicated in the 63.9% good to very good rating and the 30.9% average rating of "student activities in general." As with the previous year, "student government" received a similar response with a 64.9% good to very good and a 29.9% average rating. Evaluation of the "Black Student Union" reveals strong support among students reporting a 69.2% good to very good response rate from the 520 students who rated the organization.

The college currently has 33 chartered clubs on campus. The ratings for "Clubs-Academic" and "Clubs-Special Interest/Social" reveal a high level of support. Approximately two-thirds of the students responding said both categories of clubs were good to very good A total of 212 (26.5%) of the students rated the academic clubs as average, while 223 (29.6%) gave the same response for the special interest and social clubs.

Two other major features of the student activities available on campus are intercollegiate team sports (basketball for both men and women, men's baseball and women's fast-pitch softball) and intramural leisure-time sports. Of the 689 students rating the "athletic teams," 67.5% said the programs were good to very good, while 27.1% rated them average. Ratings for the "intramural" sports indicated that two-thirds of the students felt the activities were good to very good and 26.7% said they were average.

PERSONAL SAFETY

Reflecting an overall concern of society in general, students continue to voice their concerns for personal safety. Despite the college's record of maintaining a safe campus, students continue to have concerns with the "overall campus security." Of the 1,945 respondents, 58.9% indicated it was good to very good. While the poor or less rating remained approximately the same as the previous year, the average rating rose by almost three percentage points. The most important element in providing and maintaining a secure campus environment is the "police assistance" available to students. As with the previous year, slightly more than two-thirds of the respondents said the help they had experienced was good to very good. Again, while the poor to very poor response remained
approximately the same at 7.4%, one in four students indicated the assistance was average.

After police assistance, students concerns for lighting and parking are additional components necessary in providing a safe campus atmosphere. While one-third (34.1%) of the respondents rated the "campus lighting" as average, the good to very good response rate decreased 7.5% from the previous year. The poor to very poor rating indicated strong student concerns for this issue, with the negative response increasing to 17.5%, or 4.5% over the previous year's survey. Although the number of campus parking spaces has increased and the college maintains adequate spaces to accommodate the traffic generated by the current student population, students' opinions of "campus parking" continue to decline. Of the 2,076 respondents, 854 (41.1%) rated parking poor to very poor, an increase in the disapproval rate of 5.0% from the previous year. This strong negative rating is reflected in the 29.9% good to very good response rate, also down 5.3% from last year's response.

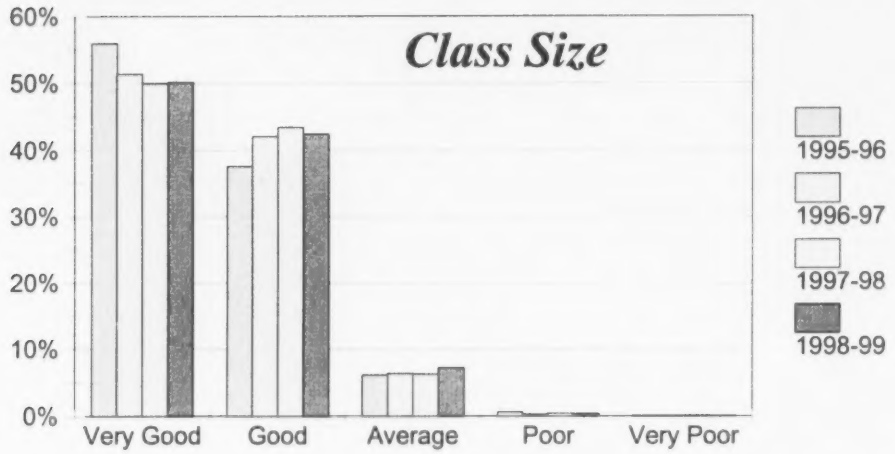
ANCILLARY SERVICES

In addition to the direct support functions, the college offers many ancillary services which provide on-campus assistance to students such as the bookstore, food services and job placement. A review of the services offered by the "Bookstore" indicates only slight changes in the ratings over the past four years. As with the previous year, slightly more than two-thirds (67.2%) of the students said the services offered were good to very good, while one in four felt the store was average. Students' ratings of the food service also remained consistent with the previous years. While 56.5% of the 1,696 respondents rated the "Cafeteria" as good to very good, 32.1% said the services were average. The remaining 193 (11.4%) students said the service was poor or less.

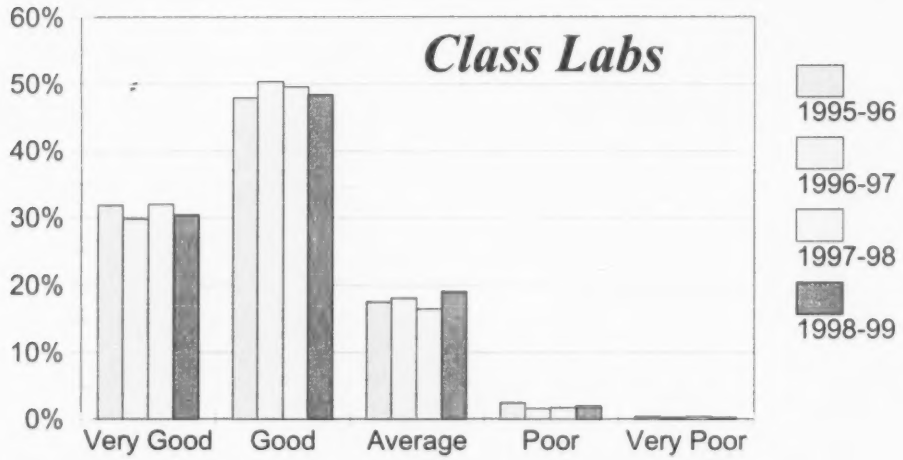
To assist students in planning their career objectives, the college offers placement assistance as well as counseling and assessment services. A review of the "job placement" services reveals a 65.5% good to very good rating. While 27.4% of the 694 respondents felt the services were average, 7.6% said they were poor or less. An analysis of the "Career Exploration" services reveals that approximately seven of ten respondents felt the services were good to very good, while one-fourth (25.3%) of the students said the services were average.

Based on a summation of the responses to all the experiences and services rated in the 1998-99 Graduate Evaluation Survey, it appears the college is continuing to provide a quality education to students. In reviewing the total responses to all of their educational experiences combined, 76.6% of the students responded good to very good, while 20.9% said their experiences were average. The poor to very poor rating was 2.5%. Ratings for the quality of all services combined indicates that 65.7% felt the services were good to very good. While the good to very good rating decreased by approximately three percentage points from the 1997-98 report, the average rating increased slightly more than two percentage points to 25.7%.

Perhaps the most convincing indicators of the college's success in achieving its mission are revealed in the assessment of the preparation students received and the age-old word-of-mouth recommendation. When asked, "Are you satisfied with the preparation you received at SFCC for continuing your education or for further employment?" 97.5% of the 2,135 respondents said "yes," while only 2.5% said they did not feel prepared. This high level of overall satisfaction with the total experience at the college is evident in the response to the final question on the survey. When asked "Would you recommend Santa Fe to your friends?" a total of 2,081 (97.4%) of the 2,136 former students replied "yes."



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	989	55.9%	1,016	51.4%	1,154	49.9%	1,099	50.1%
Good	663	37.5%	831	42.0%	1,002	43.4%	930	42.4%
Average	107	6.0%	125	6.3%	144	6.2%	157	7.2%
Poor	10	0.6%	5	0.3%	9	0.4%	7	0.3%
Very Poor	0	0.0%	1	0.1%	2	0.1%	0	0.0%
Total Response	1,769		1,978		2,311		2,193	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	532	31.8%	556	29.8%	698	31.9%	637	30.4%
Good	801	47.9%	940	50.3%	1,084	49.6%	1,013	48.4%
Average	293	17.5%	337	18.1%	360	16.5%	399	19.0%
Poor	41	2.5%	29	1.6%	36	1.6%	41	2.0%
Very Poor	6	0.4%	5	0.3%	8	0.4%	5	0.2%
Total Response	1,673		1,867		2,186		2,095	

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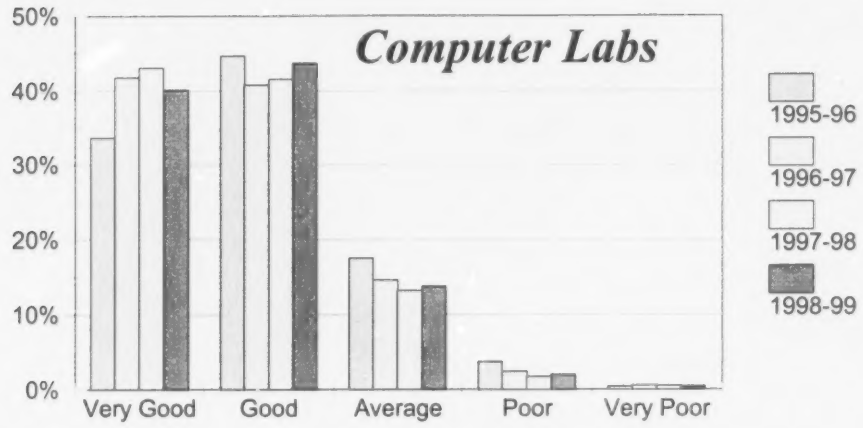
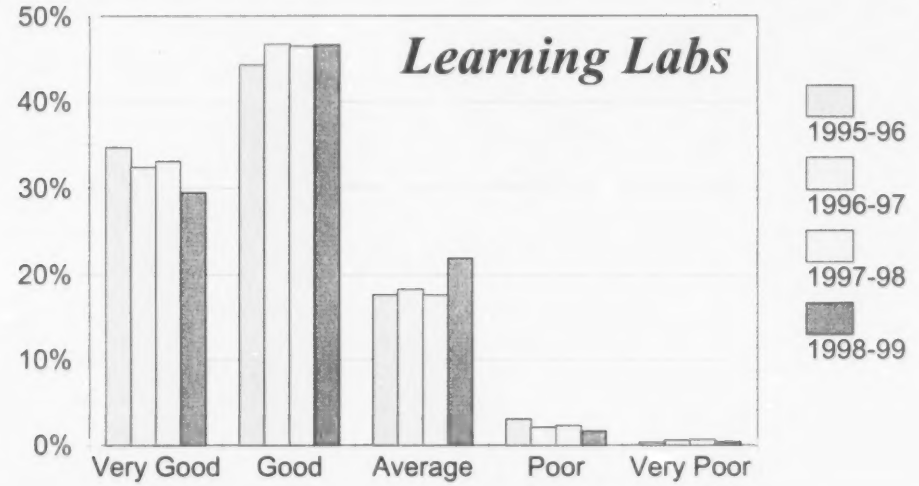
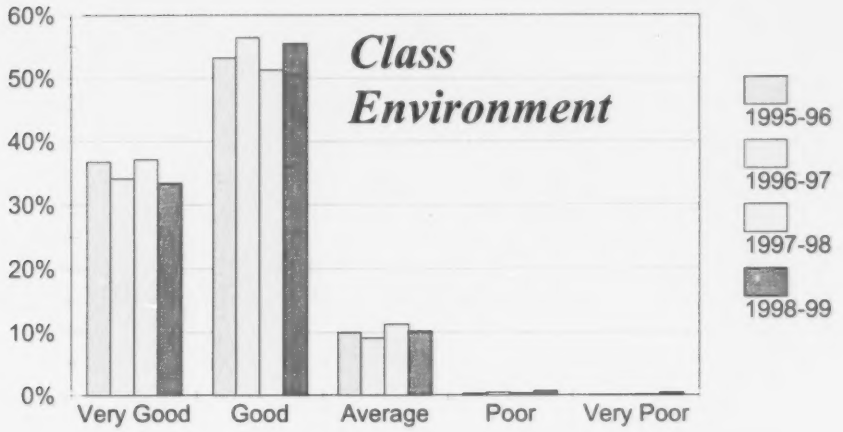


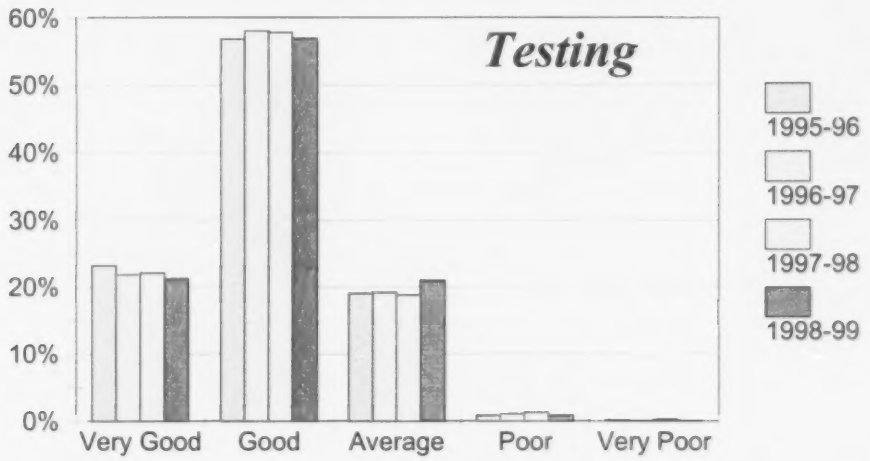
OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	477	33.6%	724	41.8%	892	43.1%	800	40.1%
Good	634	44.7%	707	40.8%	860	41.5%	872	43.7%
Average	249	17.6%	253	14.6%	273	13.2%	275	13.8%
Poor	53	3.7%	41	2.4%	36	1.7%	40	2.0%
Very Poor	5	0.4%	9	0.5%	10	0.5%	8	0.4%
Total Response	1,418		1,734		2,071		1,995	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	433	34.7%	463	32.4%	568	33.1%	486	29.5%
Good	553	44.3%	668	46.7%	798	46.4%	769	46.7%
Average	220	17.6%	261	18.3%	302	17.6%	360	21.8%
Poor	38	3.0%	30	2.1%	39	2.3%	27	1.6%
Very Poor	4	0.3%	8	0.6%	11	0.6%	6	0.4%
Total Response	1,248		1,430		1,718		1,648	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	645	36.7%	669	34.1%	850	37.1%	728	33.3%
Good	936	53.2%	1,107	56.4%	1,176	51.3%	1,212	55.5%
Average	174	9.9%	178	9.1%	257	11.2%	221	10.1%
Poor	4	0.2%	8	0.4%	6	0.3%	14	0.6%
Very Poor	0	0.0%	0	0.0%	2	0.1%	9	0.4%
Total Response	1,759		1,962		2,291		2,184	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	410	23.2%	429	21.8%	506	22.1%	464	21.2%
Good	1,002	56.8%	1,141	58.0%	1,326	57.8%	1,245	56.9%
Average	336	19.0%	377	19.2%	430	18.7%	459	21.0%
Poor	14	0.8%	20	1.0%	28	1.2%	18	0.8%
Very Poor	2	0.1%	1	0.1%	4	0.2%	1	0.0%
Total Response	1,764		1,968		2,294		2,187	

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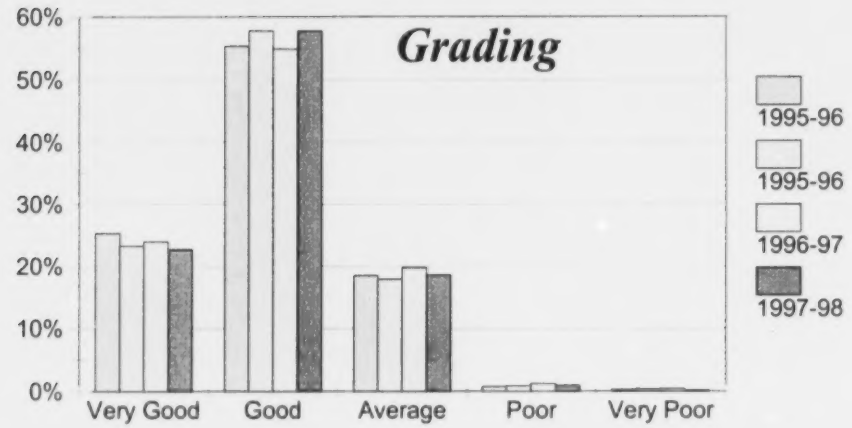
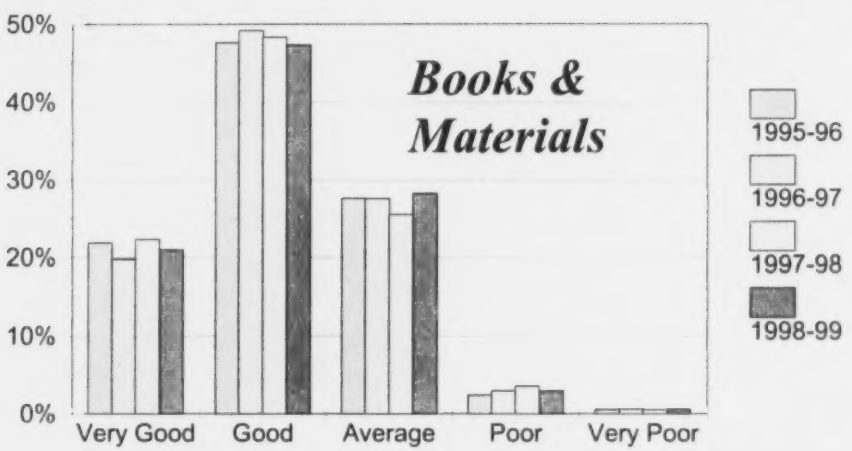
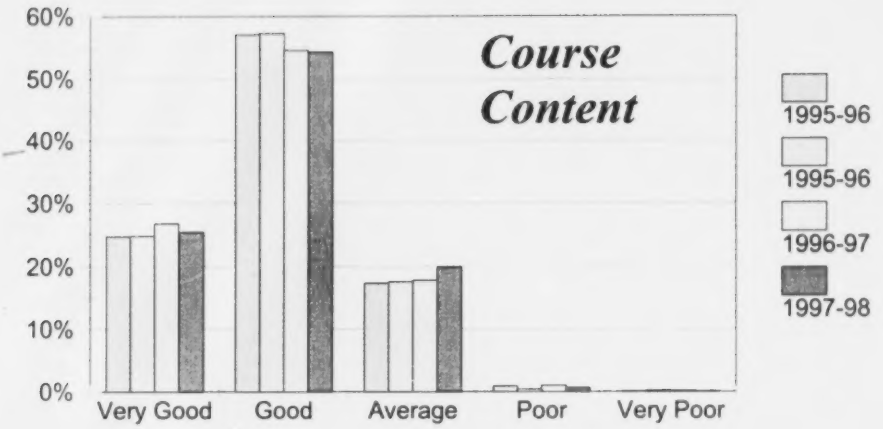


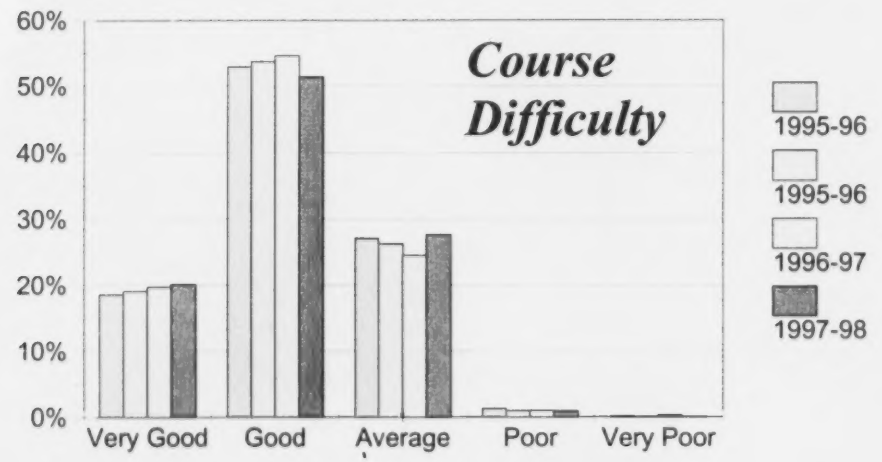
OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	447	25.3%	457	23.3%	550	23.9%	496	22.7%
Good	977	55.3%	1,134	57.7%	1,261	54.9%	1,261	57.7%
Average	326	18.4%	351	17.9%	452	19.7%	405	18.5%
Poor	13	0.7%	17	0.9%	27	1.2%	20	0.9%
Very Poor	4	0.2%	6	0.3%	8	0.3%	3	0.1%
Total Response	1,767		1,965		2,298		2,185	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	385	21.8%	388	19.8%	511	22.3%	456	20.9%
Good	841	47.7%	965	49.2%	1,109	48.3%	1,033	47.4%
Average	486	27.6%	540	27.5%	585	25.5%	614	28.2%
Poor	42	2.4%	58	3.0%	80	3.5%	64	2.9%
Very Poor	9	0.5%	11	0.6%	10	0.4%	12	0.6%
Total Response	1,763		1,962		2,295		2,179	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	436	24.7%	487	24.8%	615	26.7%	553	25.4%
Good	1,007	57.1%	1,124	57.3%	1,256	54.6%	1,181	54.2%
Average	304	17.2%	343	17.5%	407	17.7%	430	19.7%
Poor	15	0.9%	7	0.4%	21	0.9%	13	0.6%
Very Poor	1	0.1%	2	0.1%	2	0.1%	1	0.0%
Total Response	1,763		1,963		2,301		2,178	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	324	18.6%	372	19.1%	450	19.7%	434	20.1%
Good	921	52.9%	1,046	53.7%	1,246	54.6%	1,109	51.4%
Average	471	27.1%	511	26.2%	560	24.5%	596	27.6%
Poor	22	1.3%	18	0.9%	22	1.0%	19	0.9%
Very Poor	3	0.2%	1	0.1%	6	0.3%	1	0.0%
Total Response	1,741		1,948		2,284		2,159	

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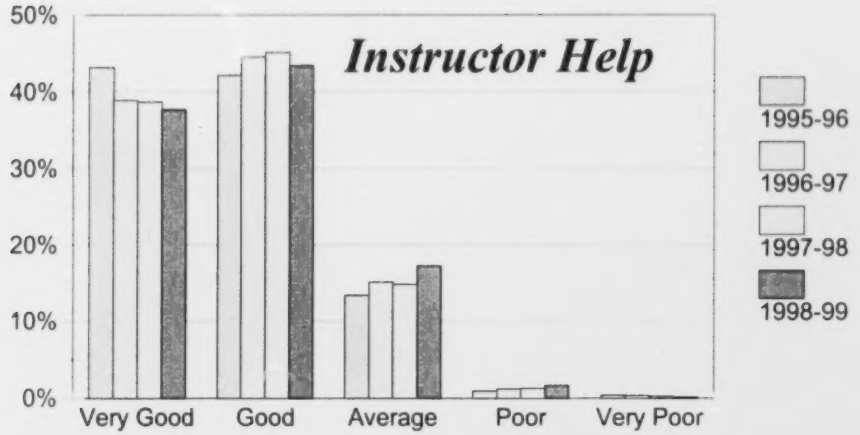
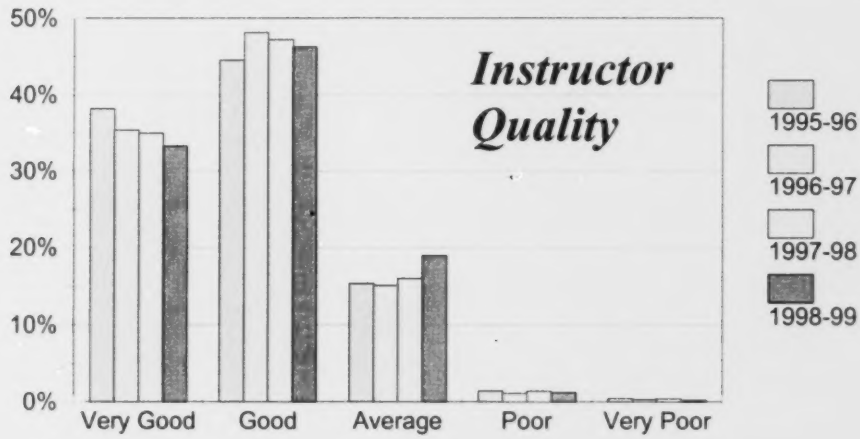
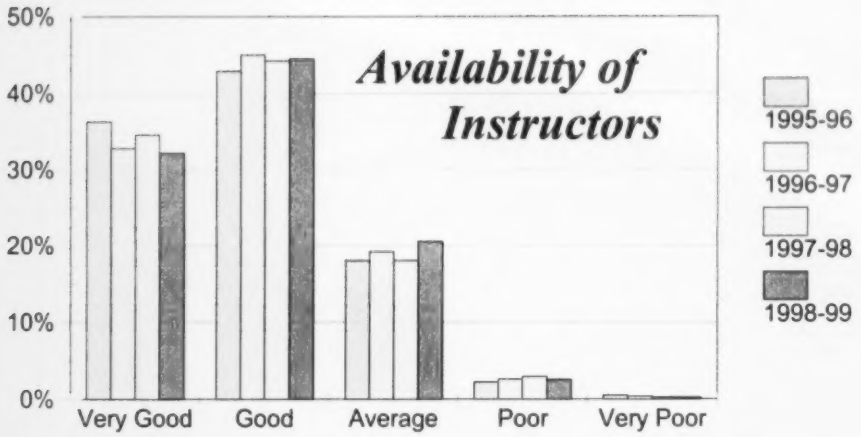


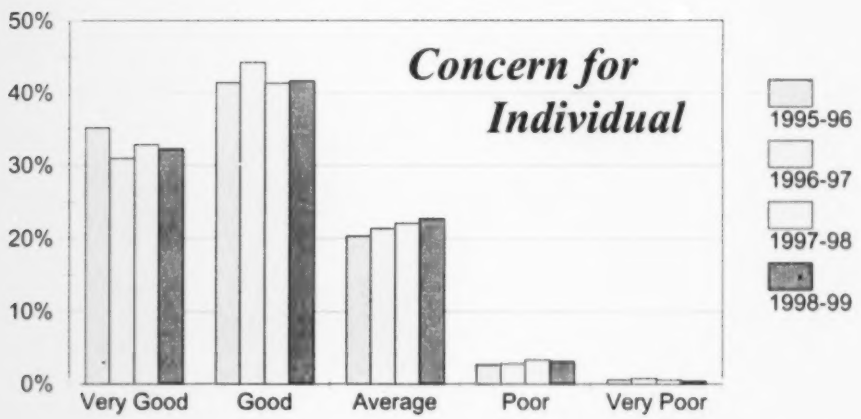
OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	760	43.2%	767	38.9%	887	38.7%	822	37.7%
Good	742	42.2%	878	44.5%	1,035	45.1%	946	43.4%
Average	235	13.4%	297	15.1%	339	14.8%	375	17.2%
Poor	16	0.9%	23	1.2%	28	1.2%	35	1.6%
Very Poor	6	0.3%	6	0.3%	5	0.2%	3	0.1%
Total Response	1,759		1,971		2,294		2,181	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	673	38.2%	697	35.4%	804	35.0%	729	33.3%
Good	785	44.6%	948	48.1%	1,085	47.2%	1,012	46.3%
Average	271	15.4%	298	15.1%	368	16.0%	415	19.0%
Poor	25	1.4%	21	1.1%	32	1.4%	27	1.2%
Very Poor	8	0.5%	6	0.3%	9	0.4%	5	0.2%
Total Response	1,762		1,970		2,298		2,188	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	636	36.3%	645	32.8%	793	34.6%	700	32.2%
Good	752	42.9%	885	45.0%	1,015	44.2%	968	44.5%
Average	316	18.0%	377	19.2%	414	18.0%	448	20.6%
Poor	39	2.2%	51	2.6%	67	2.9%	56	2.6%
Very Poor	9	0.5%	7	0.4%	5	0.2%	5	0.2%
Total Response	1,752		1,965		2,294		2,177	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	617	35.2%	607	31.0%	751	32.8%	700	32.2%
Good	726	41.4%	867	44.2%	946	41.3%	905	41.6%
Average	356	20.3%	418	21.3%	504	22.0%	493	22.7%
Poor	46	2.6%	54	2.8%	75	3.3%	67	3.1%
Very Poor	9	0.5%	15	0.8%	13	0.6%	8	0.4%
Total Response	1,754		1,961		2,289		2,173	

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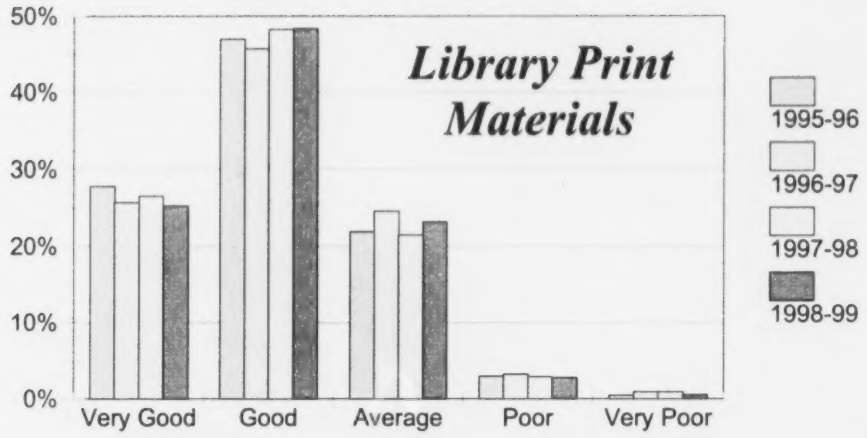
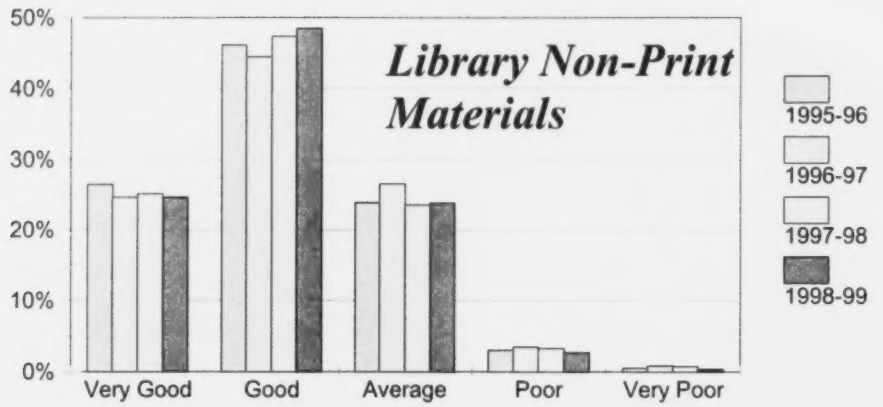


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	426	27.8%	441	25.7%	524	26.5%	461	25.2%
Good	720	47.0%	784	45.7%	953	48.2%	884	48.4%
Average	335	21.9%	421	24.5%	424	21.5%	423	23.1%
Poor	45	2.9%	55	3.2%	57	2.9%	51	2.8%
Very Poor	7	0.5%	15	0.9%	18	0.9%	9	0.5%
Total Response	1,533		1,716		1,976		1,828	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	372	26.5%	390	24.7%	469	25.1%	424	24.7%
Good	648	46.2%	703	44.5%	884	47.3%	833	48.5%
Average	335	23.9%	420	26.6%	440	23.6%	409	23.8%
Poor	42	3.0%	54	3.4%	60	3.2%	46	2.7%
Very Poor	7	0.5%	13	0.8%	14	0.7%	6	0.3%
Total Response	1,404		1,580		1,867		1,718	

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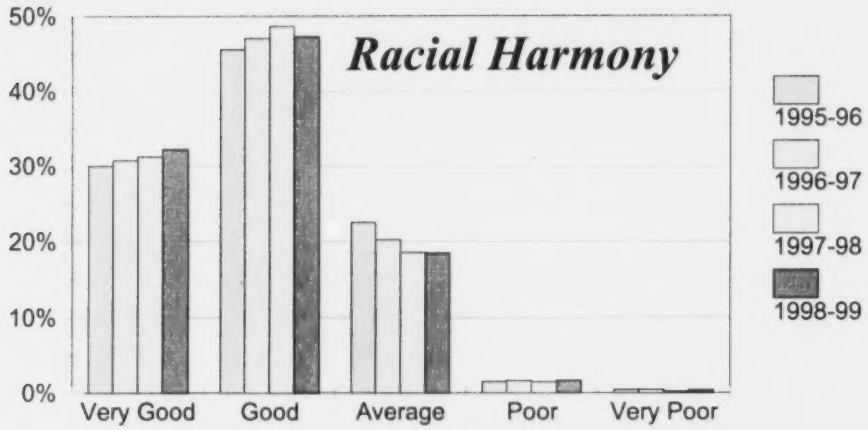
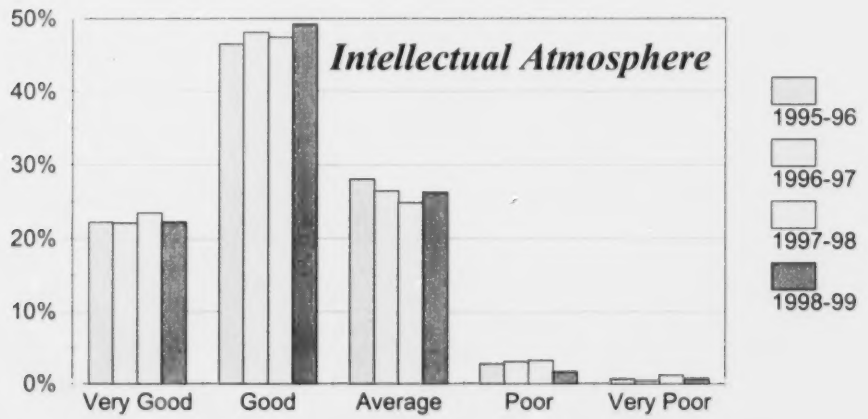


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	495	30.0%	560	30.7%	664	31.2%	652	32.2%
Good	752	45.6%	858	47.1%	1,034	48.6%	957	47.3%
Average	371	22.5%	369	20.2%	394	18.5%	374	18.5%
Poor	25	1.5%	29	1.6%	30	1.4%	33	1.6%
Very Poor	7	0.4%	7	0.4%	4	0.2%	7	0.3%
Total Response	1,650		1,823		2,126		2,023	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	379	22.2%	420	22.1%	520	23.5%	455	22.2%
Good	793	46.5%	914	48.1%	1,050	47.4%	1,008	49.2%
Average	479	28.1%	502	26.4%	550	24.8%	537	26.2%
Poor	46	2.7%	57	3.0%	70	3.2%	33	1.6%
Very Poor	10	0.6%	7	0.4%	25	1.1%	14	0.7%
Total Response	1,707		1,900		2,215		2,047	

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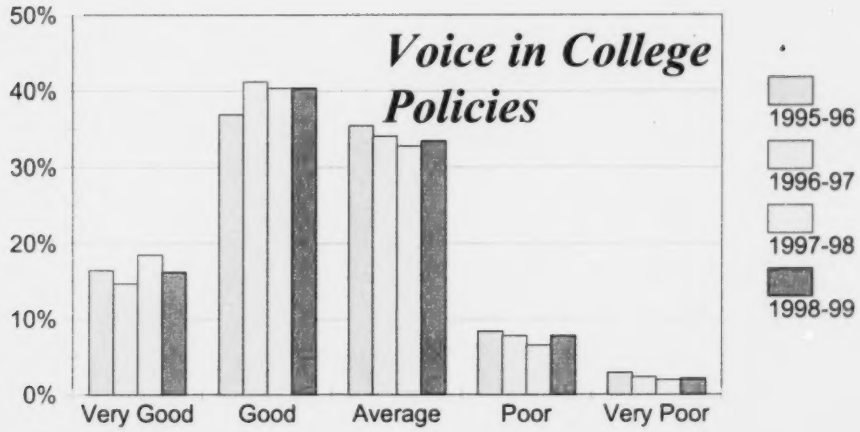
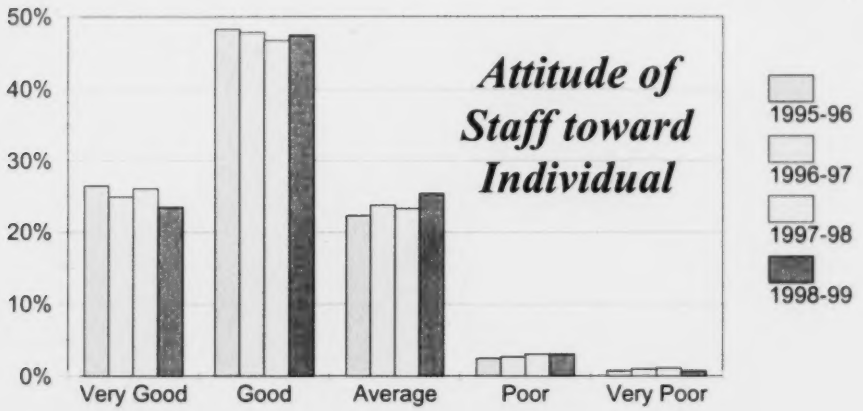


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	223	16.5%	215	14.7%	328	18.5%	273	16.3%
Good	500	36.9%	604	41.2%	716	40.3%	678	40.4%
Average	480	35.4%	500	34.1%	581	32.7%	562	33.5%
Poor	113	8.3%	114	7.8%	115	6.5%	131	7.8%
Very Poor	39	2.9%	34	2.3%	35	2.0%	36	2.1%
Total Response	1,355		1,467		1,775		1,680	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	459	26.4%	480	24.8%	583	26.0%	497	23.5%
Good	837	48.2%	924	47.8%	1,047	46.7%	1,005	47.5%
Average	386	22.2%	458	23.7%	520	23.2%	537	25.4%
Poor	42	2.4%	51	2.6%	67	3.0%	64	3.0%
Very Poor	12	0.7%	19	1.0%	24	1.1%	15	0.7%
Total Response	1,736		1,932		2,241		2,118	

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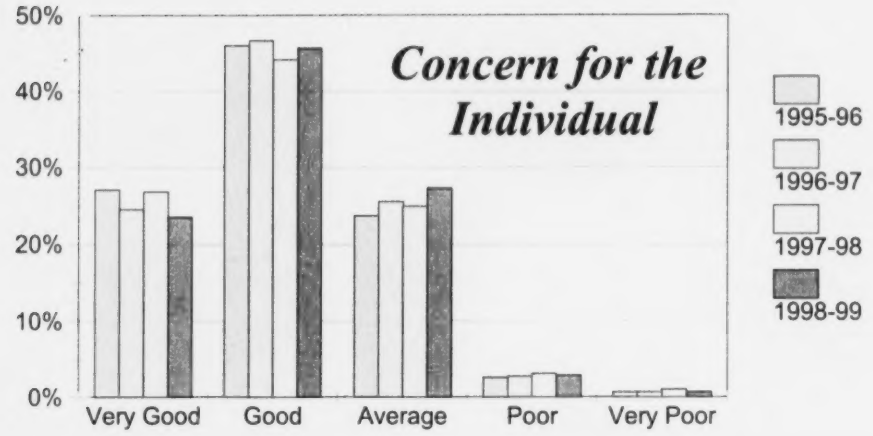
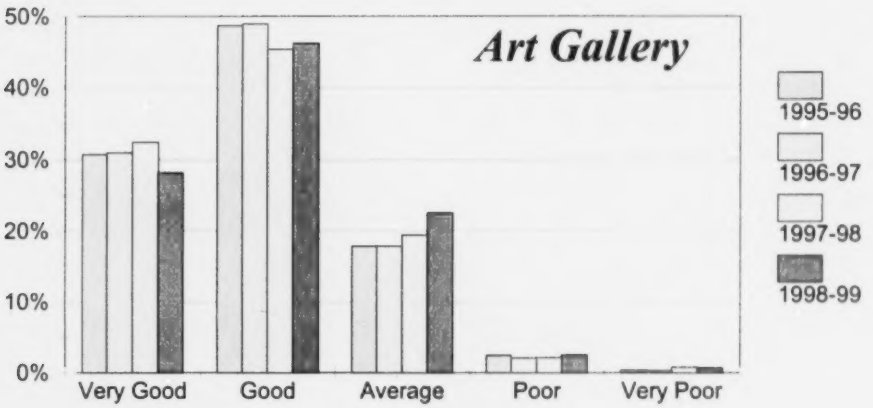
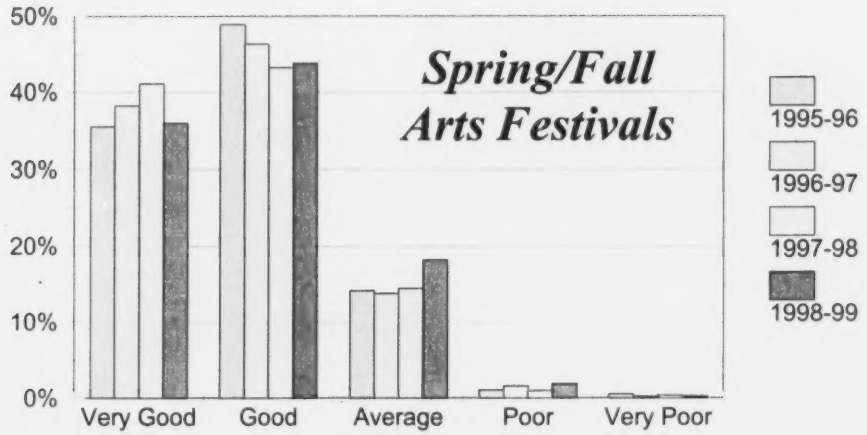


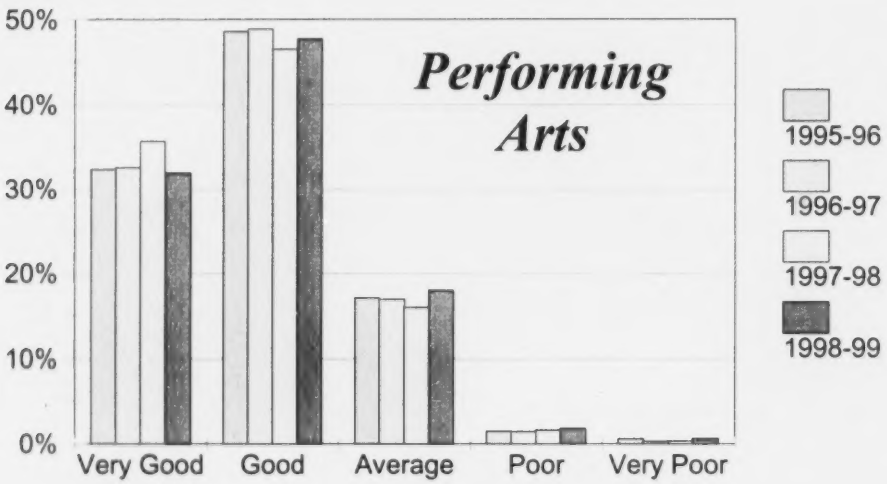
OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	463	27.1%	472	24.5%	599	26.8%	499	23.5%
Good	788	46.1%	900	46.7%	987	44.2%	969	45.7%
Average	405	23.7%	492	25.5%	557	24.9%	578	27.3%
Poor	44	2.6%	52	2.7%	69	3.1%	61	2.9%
Very Poor	11	0.6%	12	0.6%	23	1.0%	14	0.7%
Total Response	1,711		1,928		2,235		2,121	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	370	30.7%	424	30.9%	497	32.4%	403	28.2%
Good	586	48.7%	670	48.9%	697	45.4%	661	46.2%
Average	215	17.9%	244	17.8%	297	19.3%	322	22.5%
Poor	29	2.4%	28	2.0%	32	2.1%	35	2.4%
Very Poor	4	0.3%	4	0.3%	12	0.8%	9	0.6%
Total Response	1,204		1,370		1,535		1,430	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	387	35.5%	480	38.2%	619	41.1%	493	36.0%
Good	533	48.9%	582	46.3%	651	43.2%	600	43.8%
Average	154	14.1%	173	13.8%	217	14.4%	249	18.2%
Poor	11	1.0%	19	1.5%	14	0.9%	25	1.8%
Very Poor	5	0.5%	2	0.2%	5	0.3%	3	0.2%
Total Response	1,090		1,256		1,506		1,370	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	358	32.3%	402	32.6%	519	35.7%	433	31.9%
Good	538	48.6%	604	48.9%	677	46.5%	648	47.8%
Average	189	17.1%	209	16.9%	232	15.9%	244	18.0%
Poor	16	1.4%	17	1.4%	23	1.6%	24	1.8%
Very Poor	6	0.5%	3	0.2%	4	0.3%	8	0.6%
Total Response	1,107		1,235		1,455		1,357	

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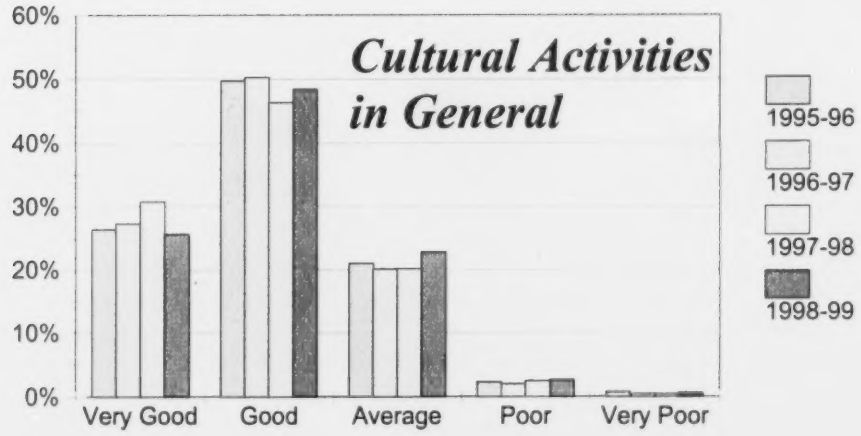
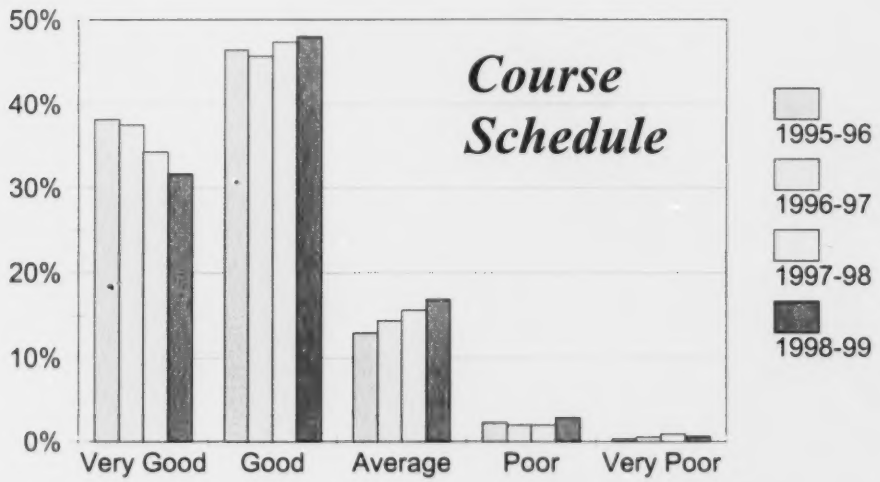


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	306	26.4%	344	27.3%	455	30.8%	358	25.7%
Good	576	49.7%	633	50.2%	685	46.3%	675	48.4%
Average	244	21.0%	253	20.1%	298	20.1%	318	22.8%
Poor	26	2.2%	25	2.0%	36	2.4%	36	2.6%
Very Poor	8	0.7%	5	0.4%	5	0.3%	7	0.5%
Total Response	1,160		1,260		1,479		1,394	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	664	38.2%	736	37.5%	786	34.3%	686	31.7%
Good	808	46.4%	896	45.7%	1,084	47.3%	1,040	48.0%
Average	224	12.9%	281	14.3%	356	15.5%	365	16.9%
Poor	39	2.2%	38	1.9%	44	1.9%	61	2.8%
Very Poor	5	0.3%	10	0.5%	20	0.9%	13	0.6%
Total Response	1,740		1,961		2,290		2,165	

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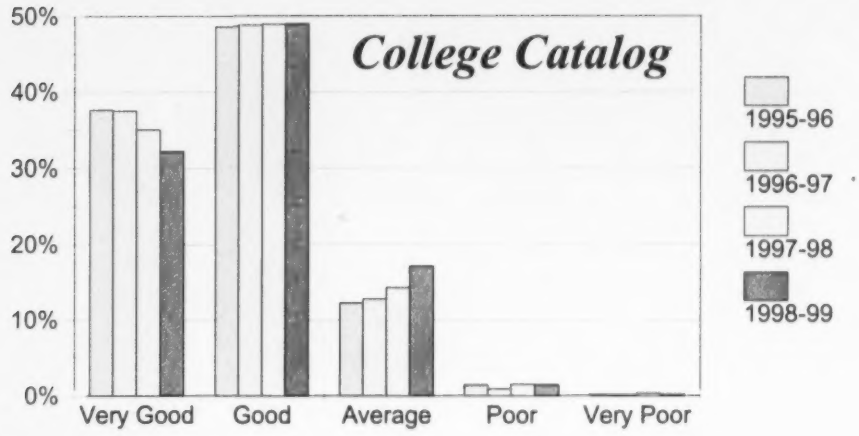
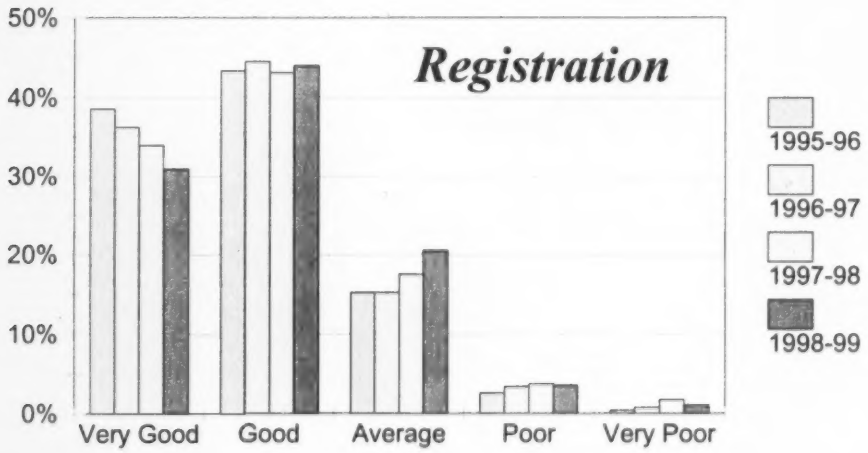
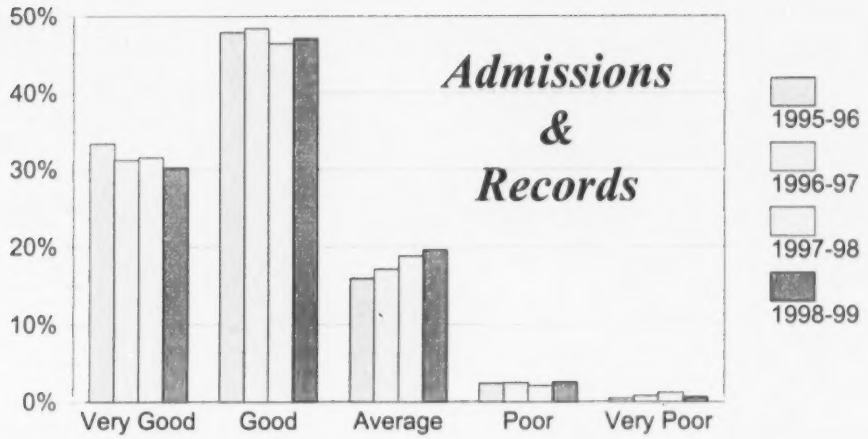


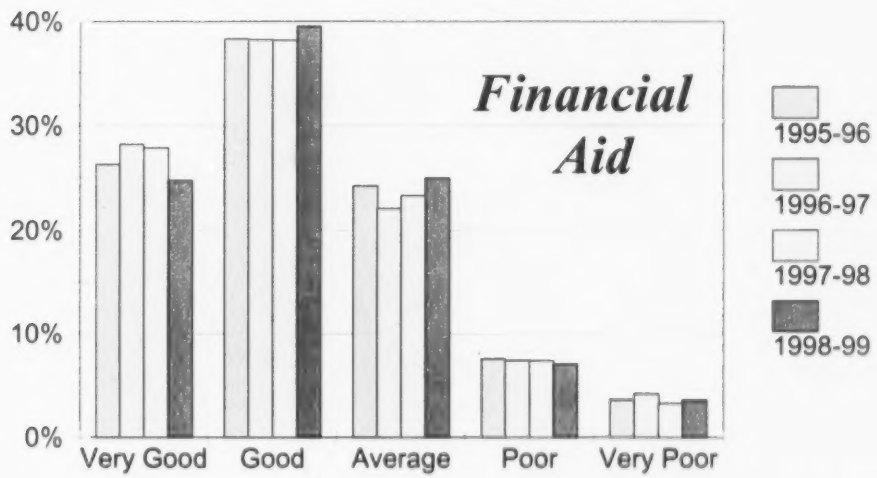
OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	647	37.6%	723	37.5%	789	35.0%	688	32.2%
Good	836	48.6%	941	48.8%	1,101	48.9%	1,047	49.0%
Average	211	12.3%	246	12.8%	322	14.3%	366	17.1%
Poor	24	1.4%	17	0.9%	34	1.5%	31	1.5%
Very Poor	2	0.1%	2	0.1%	7	0.3%	4	0.2%
Total Response	1,720		1,929		2,253		2,136	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	674	38.5%	708	36.2%	775	34.0%	671	31.0%
Good	758	43.3%	869	44.5%	984	43.1%	953	44.0%
Average	266	15.2%	297	15.2%	399	17.5%	445	20.5%
Poor	45	2.6%	66	3.4%	85	3.7%	76	3.5%
Very Poor	6	0.3%	14	0.7%	39	1.7%	22	1.0%
Total Response	1,749		1,954		2,282		2,167	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	581	33.4%	607	31.3%	714	31.6%	647	30.2%
Good	832	47.8%	939	48.4%	1,049	46.4%	1,008	47.1%
Average	277	15.9%	333	17.1%	426	18.8%	420	19.6%
Poor	42	2.4%	48	2.5%	48	2.1%	54	2.5%
Very Poor	7	0.4%	15	0.8%	26	1.1%	13	0.6%
Total Response	1,739		1,942		2,263		2,142	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	307	26.3%	382	28.2%	454	27.9%	386	24.8%
Good	447	38.3%	518	38.2%	622	38.2%	617	39.6%
Average	283	24.3%	299	22.1%	380	23.3%	390	25.0%
Poor	88	7.5%	100	7.4%	120	7.4%	110	7.1%
Very Poor	42	3.6%	56	4.1%	53	3.3%	56	3.6%
Total Response	1,167		1,355		1,629		1,559	

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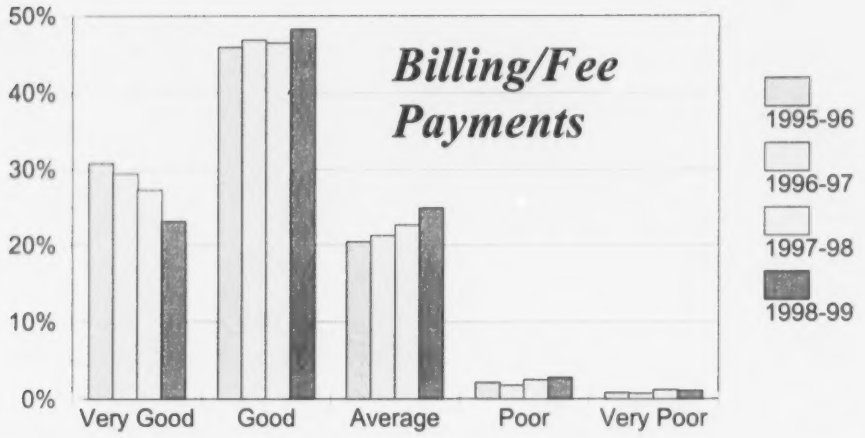
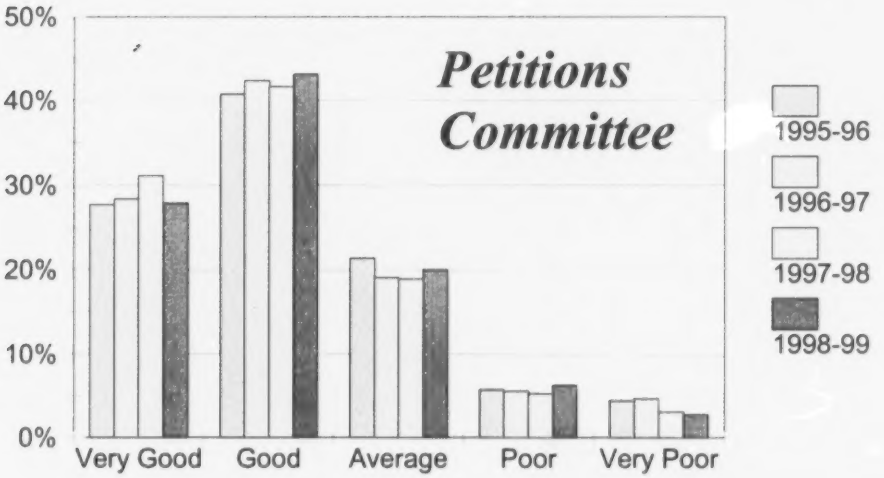


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	498	30.8%	535	29.5%	580	27.3%	462	23.1%
Good	743	45.9%	851	46.9%	988	46.5%	964	48.2%
Average	331	20.5%	386	21.3%	482	22.7%	497	24.9%
Poor	34	2.1%	32	1.8%	52	2.4%	55	2.8%
Very Poor	12	0.7%	12	0.7%	24	1.1%	21	1.1%
Total Response	1,618		1,816		2,126		1,999	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	237	27.7%	275	28.4%	384	31.1%	325	27.8%
Good	349	40.8%	410	42.3%	515	41.7%	503	43.1%
Average	183	21.4%	185	19.1%	234	18.9%	234	20.1%
Poor	49	5.7%	54	5.6%	65	5.3%	73	6.3%
Very Poor	38	4.4%	45	4.6%	38	3.1%	32	2.7%
Total Response	856		969		1,236		1,167	

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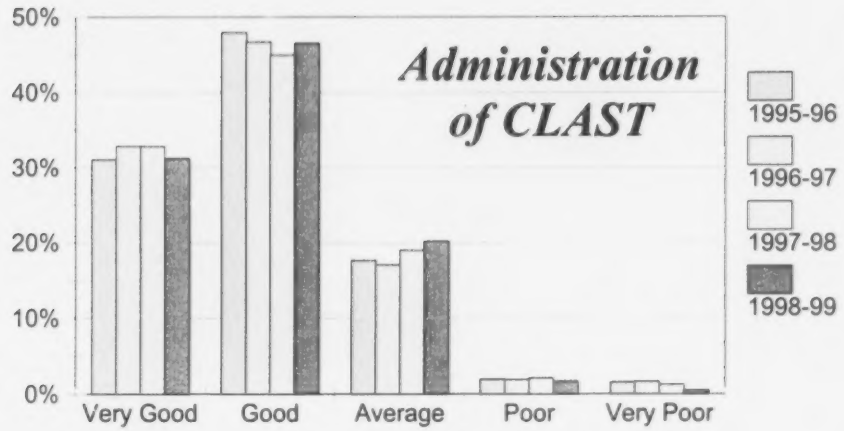
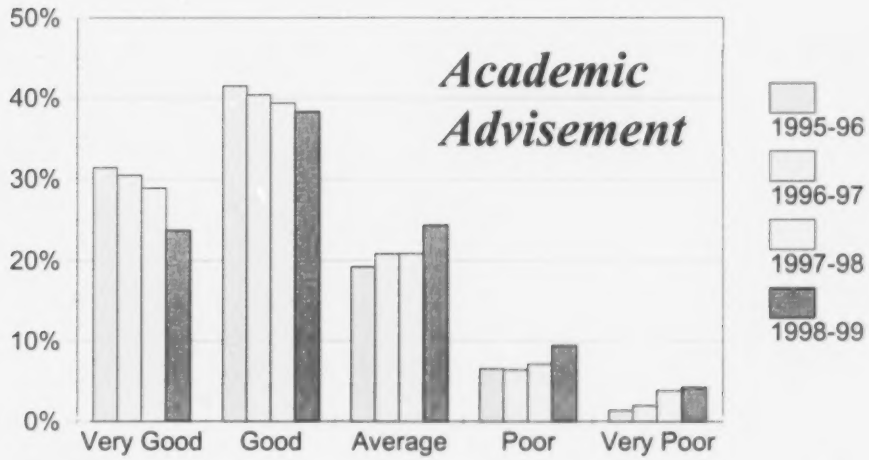


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	395	31.1%	477	32.9%	490	32.8%	423	31.2%
Good	609	47.9%	677	46.6%	671	44.9%	629	46.5%
Average	224	17.6%	247	17.0%	283	19.0%	273	20.2%
Poor	25	2.0%	28	1.9%	31	2.1%	23	1.7%
Very Poor	19	1.5%	23	1.6%	18	1.2%	6	0.4%
Total Response	1,272		1,452		1,493		1,354	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	519	31.4%	568	30.5%	618	28.9%	477	23.7%
Good	686	41.5%	753	40.4%	843	39.4%	772	38.3%
Average	317	19.2%	388	20.8%	446	20.8%	491	24.4%
Poor	108	6.5%	120	6.4%	153	7.1%	190	9.4%
Very Poor	22	1.3%	36	1.9%	81	3.8%	85	4.2%
Total Response	1,652		1,865		2,141		2,015	

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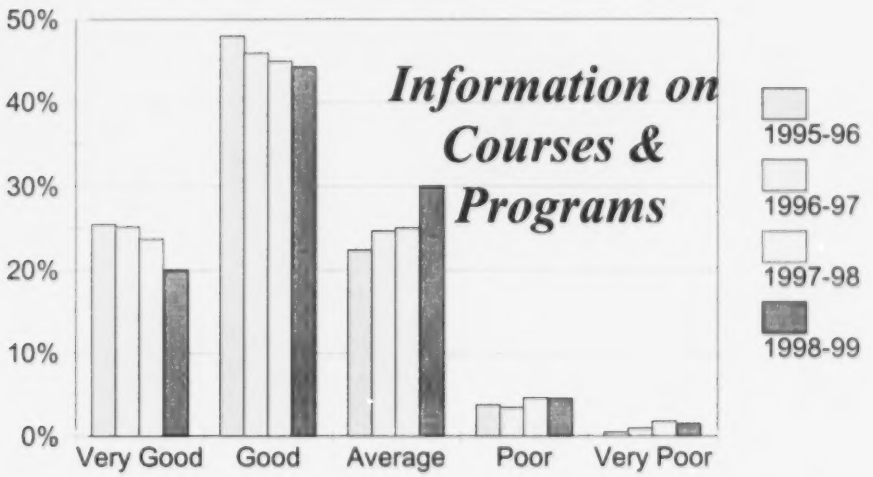
OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	351	28.2%	395	27.9%	441	26.8%	335	21.7%
Good	513	41.3%	608	42.9%	697	42.4%	627	40.5%
Average	302	24.3%	332	23.4%	369	22.4%	436	28.2%
Poor	65	5.2%	63	4.4%	99	6.0%	115	7.4%
Very Poor	12	1.0%	19	1.3%	38	2.3%	34	2.2%
Total Response	1,243		1,417		1,644		1,547	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	388	25.5%	443	25.2%	480	23.7%	382	19.9%
Good	731	48.0%	808	45.9%	909	44.9%	847	44.2%
Average	341	22.4%	433	24.6%	506	25.0%	574	29.9%
Poor	57	3.7%	60	3.4%	93	4.6%	86	4.5%
Very Poor	7	0.5%	16	0.9%	36	1.8%	28	1.5%
Total Response	1,524		1,760		2,024		1,917	

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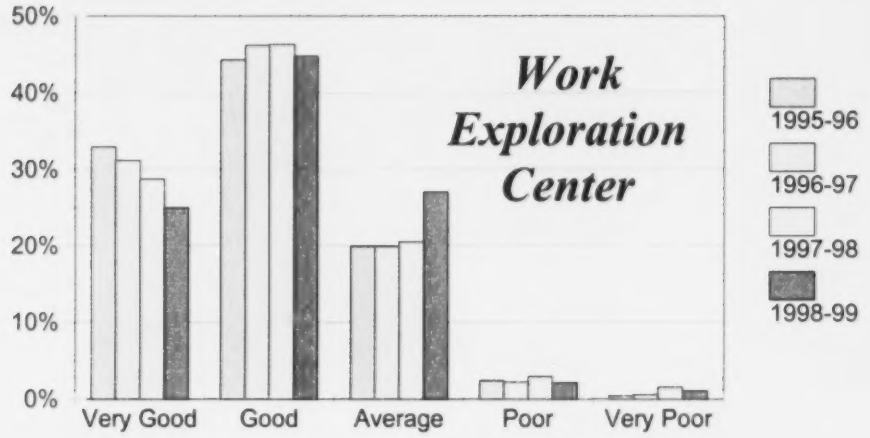
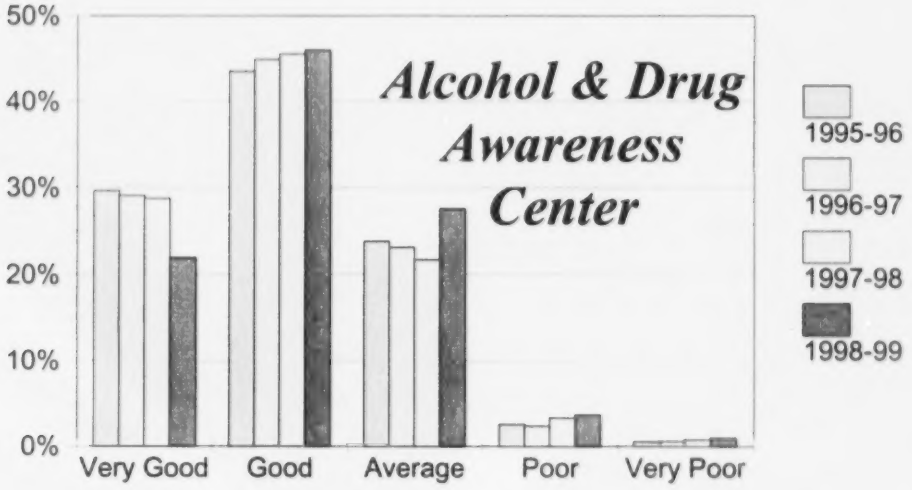


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	232	33.0%	268	31.2%	304	28.7%	235	25.0%
Good	312	44.3%	397	46.2%	490	46.3%	420	44.7%
Average	140	19.9%	171	19.9%	217	20.5%	254	27.1%
Poor	17	2.4%	19	2.2%	31	2.9%	20	2.1%
Very Poor	3	0.4%	5	0.6%	16	1.5%	10	1.1%
Total Response	704		860		1,058		939	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	117	29.6%	160	29.1%	200	28.7%	145	21.9%
Good	172	43.5%	247	44.9%	317	45.5%	304	46.0%
Average	94	23.8%	127	23.1%	151	21.7%	182	27.5%
Poor	10	2.5%	13	2.4%	23	3.3%	24	3.6%
Very Poor	2	0.5%	3	0.5%	5	0.7%	6	0.9%
Total Response	395		550		696		661	

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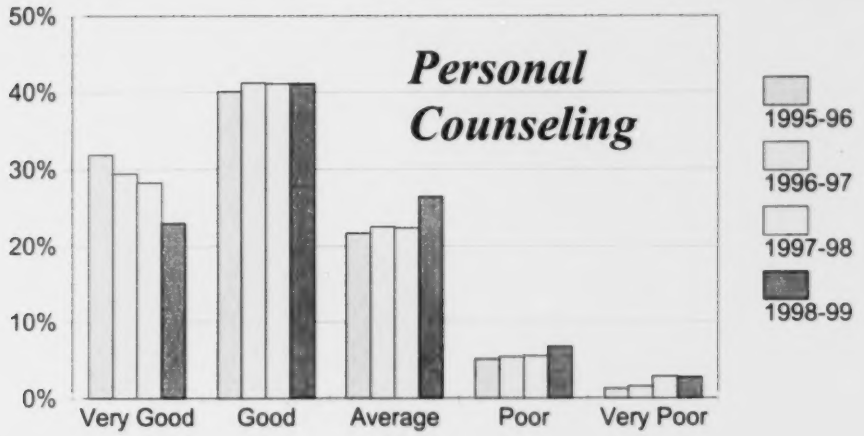
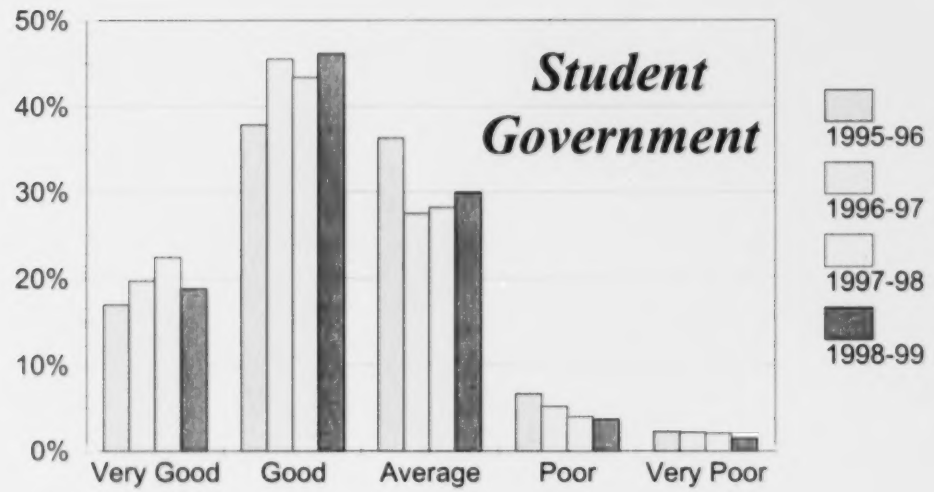


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	333	31.9%	359	29.4%	426	28.3%	313	23.0%
Good	419	40.1%	503	41.2%	620	41.1%	561	41.2%
Average	226	21.6%	274	22.5%	336	22.3%	360	26.4%
Poor	53	5.1%	66	5.4%	83	5.5%	92	6.7%
Very Poor	13	1.2%	18	1.5%	42	2.8%	37	2.7%
Total Response	1,044		1,220		1,507		1,363	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	99	17.0%	137	19.7%	197	22.4%	153	18.8%
Good	221	37.8%	316	45.5%	381	43.3%	375	46.1%
Average	212	36.3%	191	27.5%	248	28.2%	243	29.9%
Poor	39	6.7%	36	5.2%	35	4.0%	30	3.7%
Very Poor	13	2.2%	15	2.2%	18	2.0%	12	1.5%
Total Response	584		695		879		813	

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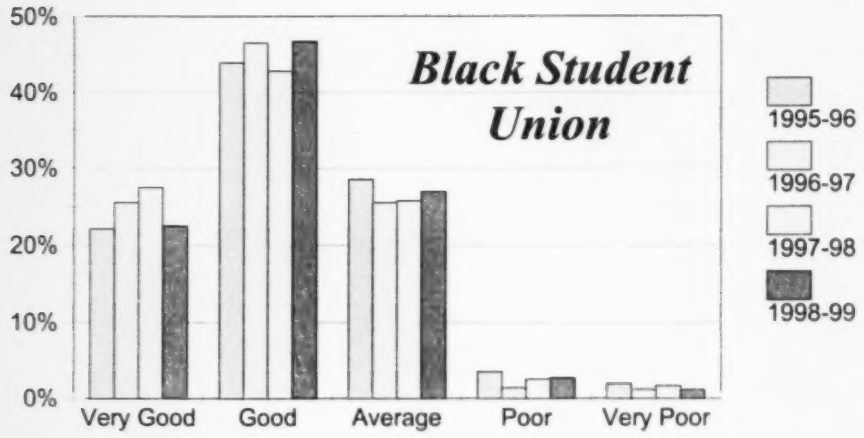
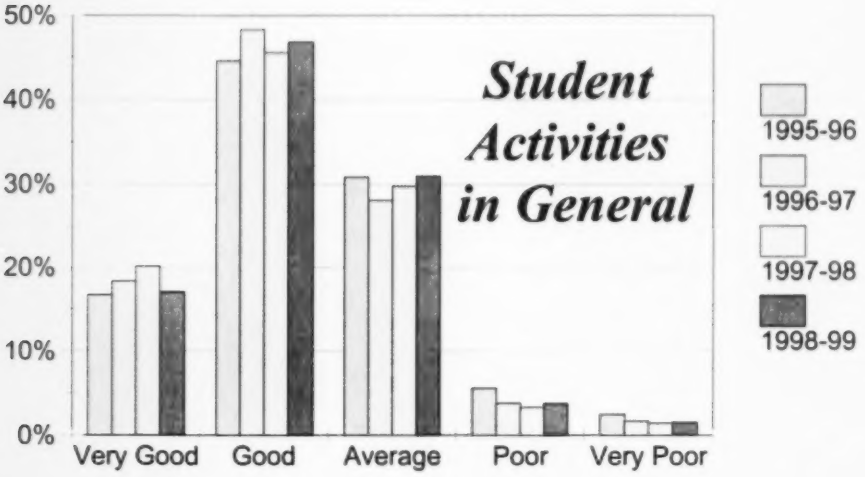


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	69	22.1%	109	25.5%	154	27.5%	117	22.5%
Good	137	43.9%	199	46.5%	240	42.8%	243	46.7%
Average	89	28.5%	109	25.5%	144	25.7%	140	26.9%
Poor	11	3.5%	6	1.4%	14	2.5%	14	2.7%
Very Poor	6	1.9%	5	1.2%	9	1.6%	6	1.2%
Total Response	312		428		561		520	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	124	16.7%	166	18.3%	214	20.1%	169	17.1%
Good	331	44.5%	438	48.3%	485	45.5%	463	46.8%
Average	229	30.8%	254	28.0%	316	29.7%	306	30.9%
Poor	41	5.5%	34	3.7%	35	3.3%	37	3.7%
Very Poor	18	2.4%	15	1.7%	15	1.4%	15	1.5%
Total Response	743		907		1,065		990	

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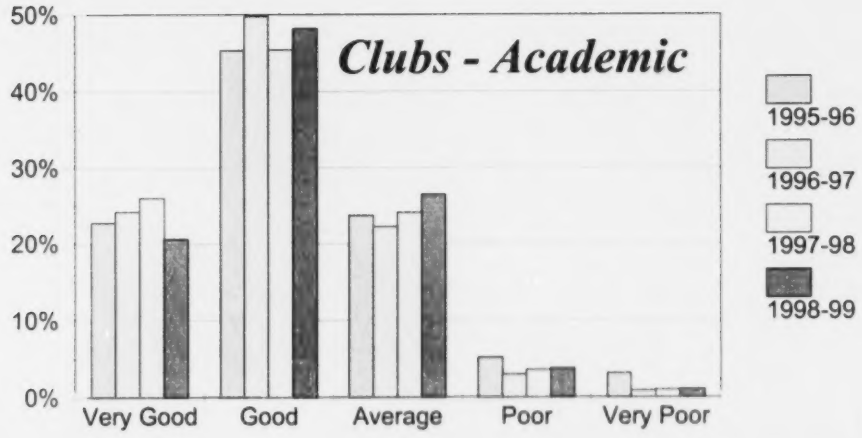
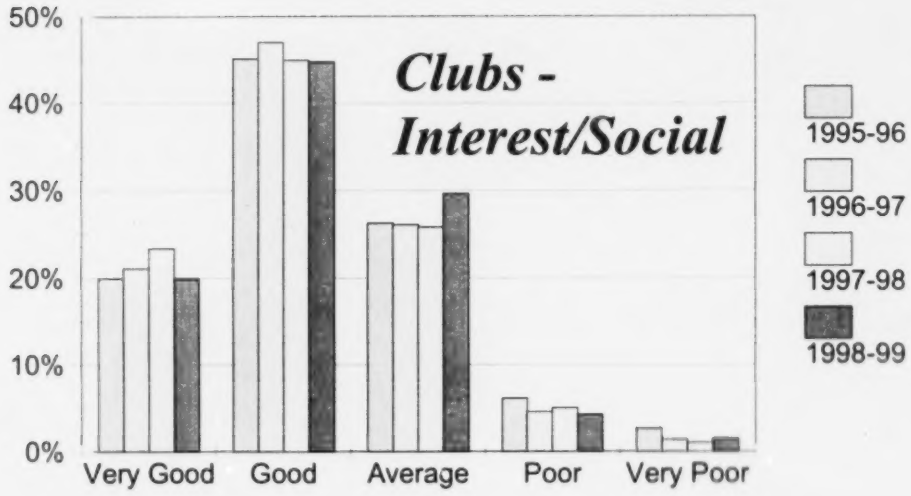


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	132	22.7%	172	24.2%	218	26.0%	165	20.6%
Good	264	45.4%	354	49.8%	381	45.4%	386	48.2%
Average	138	23.7%	158	22.2%	202	24.1%	212	26.5%
Poor	30	5.2%	21	3.0%	30	3.6%	30	3.7%
Very Poor	18	3.1%	6	0.8%	8	1.0%	8	1.0%
Total Response	582		711		839		801	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	108	20.0%	140	21.1%	183	23.3%	150	19.9%
Good	244	45.1%	312	47.0%	352	44.9%	337	44.8%
Average	142	26.2%	173	26.1%	202	25.8%	223	29.6%
Poor	33	6.1%	30	4.5%	39	5.0%	32	4.2%
Very Poor	14	2.6%	9	1.4%	8	1.0%	11	1.5%
Total Response	541		664		784		753	

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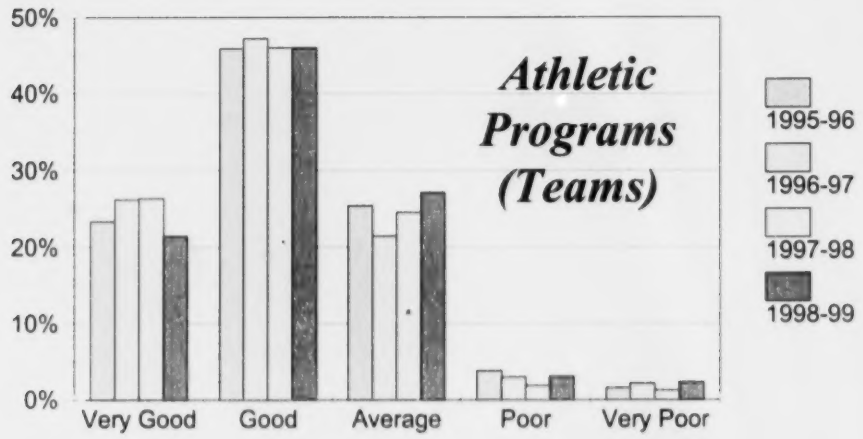
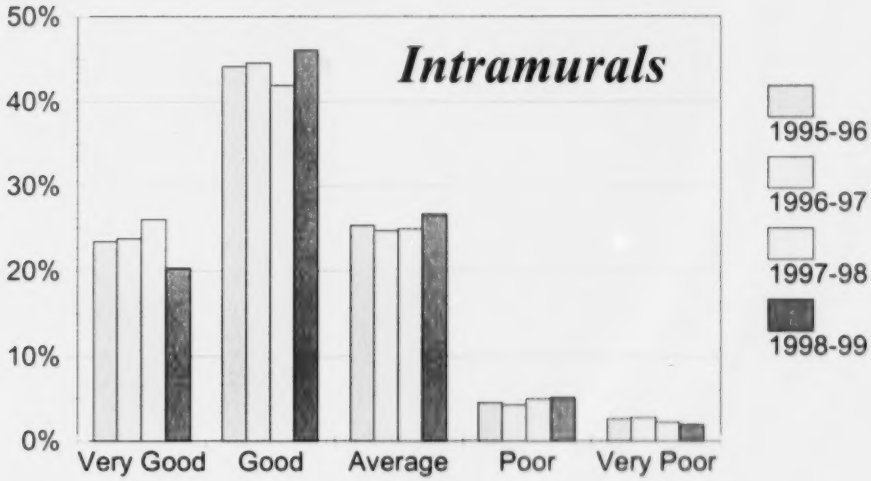


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	106	23.4%	160	26.2%	188	26.4%	148	21.5%
Good	208	45.9%	288	47.2%	328	46.0%	317	46.0%
Average	115	25.4%	131	21.5%	175	24.5%	187	27.1%
Poor	17	3.8%	18	3.0%	13	1.8%	21	3.0%
Very Poor	7	1.5%	13	2.1%	9	1.3%	16	2.3%
Total Response	453		610		713		689	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	98	23.4%	129	23.8%	164	26.0%	128	20.3%
Good	185	44.2%	242	44.6%	264	41.9%	290	46.0%
Average	106	25.3%	134	24.7%	157	24.9%	168	26.7%
Poor	19	4.5%	23	4.2%	31	4.9%	32	5.1%
Very Poor	11	2.6%	15	2.8%	14	2.2%	12	1.9%
Total Response	419		543		630		630	

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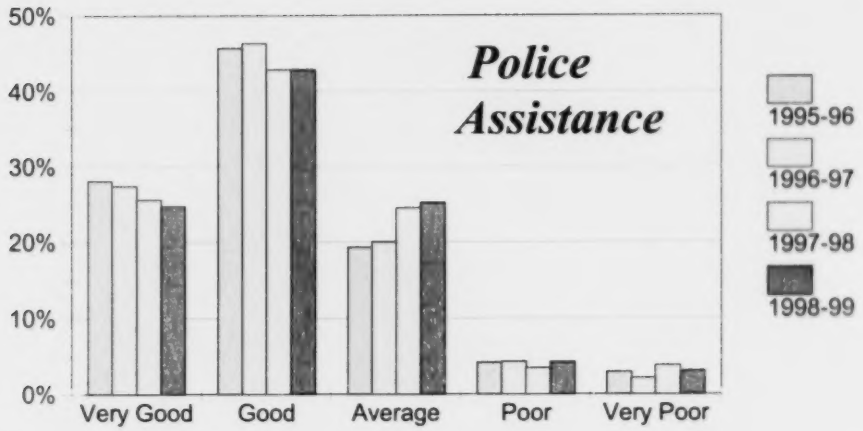
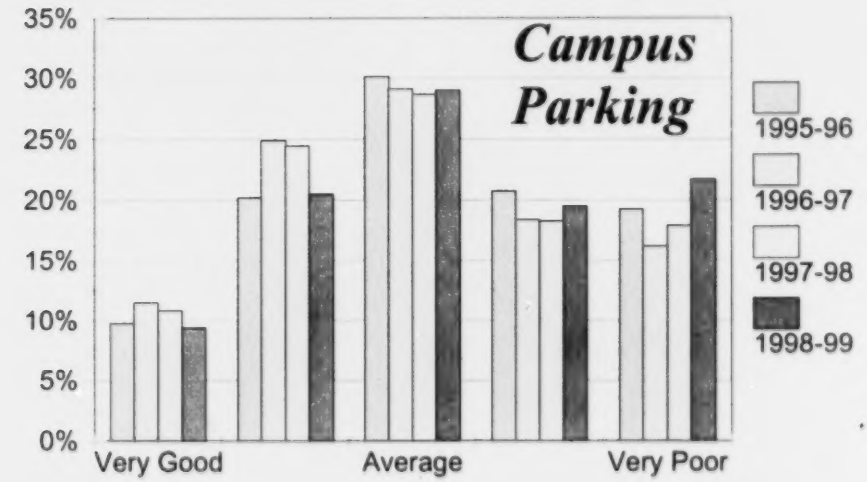


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	345	28.0%	388	27.3%	428	25.6%	369	24.7%
Good	562	45.7%	657	46.3%	717	42.8%	641	42.8%
Average	237	19.3%	283	19.9%	409	24.4%	376	25.1%
Poor	51	4.1%	61	4.3%	58	3.5%	64	4.3%
Very Poor	36	2.9%	30	2.1%	63	3.8%	46	3.1%
Total Response	1,231		1,419		1,675		1,496	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	165	9.7%	217	11.5%	238	10.8%	195	9.4%
Good	342	20.2%	471	24.9%	539	24.4%	425	20.5%
Average	511	30.1%	551	29.1%	632	28.7%	602	29.0%
Poor	351	20.7%	348	18.4%	402	18.2%	404	19.5%
Very Poor	326	19.2%	306	16.2%	394	17.9%	450	21.7%
Total Response	1,695		1,893		2,205		2,076	

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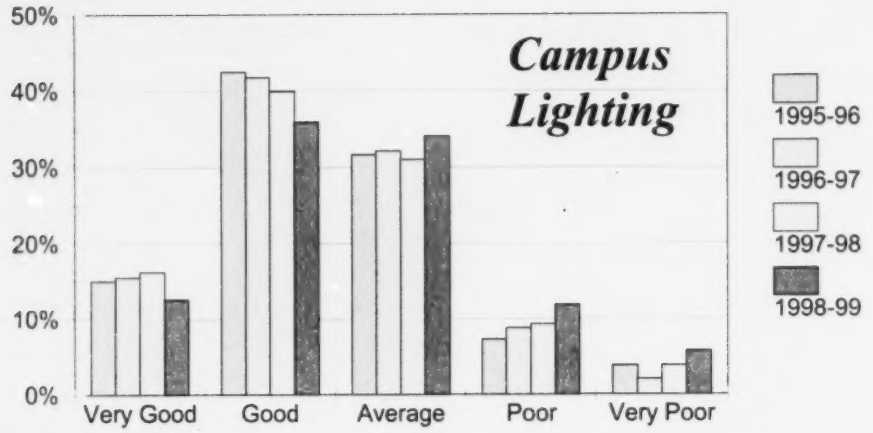
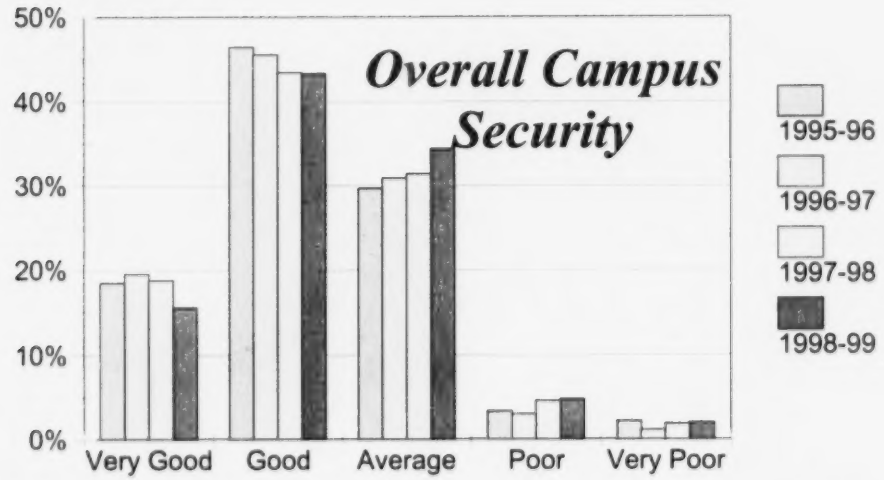


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	242	14.9%	278	15.5%	339	16.1%	248	12.5%
Good	689	42.5%	751	41.7%	838	39.9%	712	35.9%
Average	513	31.6%	578	32.1%	651	31.0%	675	34.1%
Poor	117	7.2%	156	8.7%	193	9.2%	234	11.8%
Very Poor	61	3.8%	36	2.0%	79	3.8%	113	5.7%
Total Response	1,622		1,799		2,100		1,982	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	302	18.5%	356	19.5%	393	18.8%	303	15.6%
Good	758	46.4%	829	45.5%	907	43.4%	842	43.3%
Average	484	29.6%	562	30.8%	655	31.4%	668	34.3%
Poor	55	3.4%	54	3.0%	96	4.6%	93	4.8%
Very Poor	35	2.1%	21	1.2%	38	1.8%	39	2.0%
Total Response	1,634		1,822		2,089		1,945	

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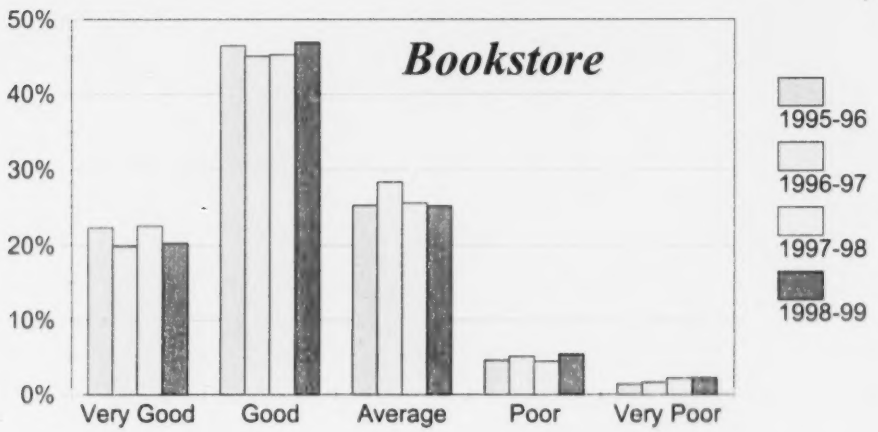
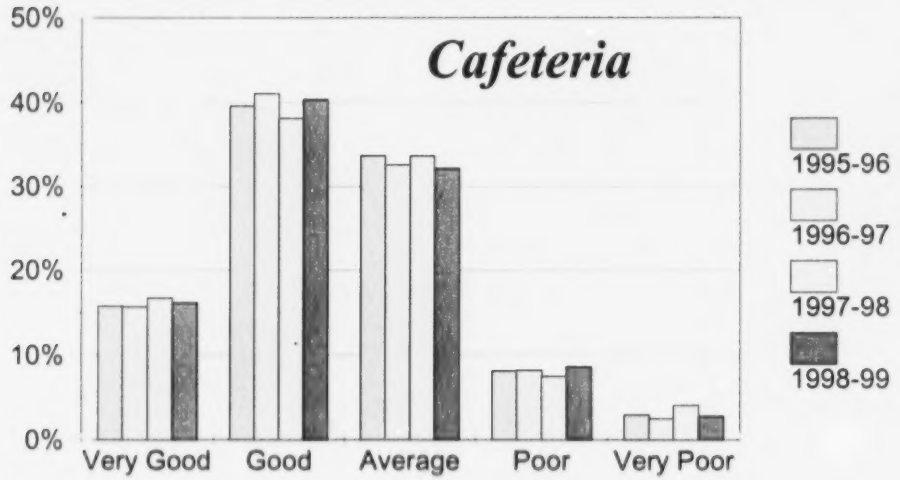


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	385	22.3%	382	19.9%	505	22.6%	429	20.3%
Good	800	46.4%	867	45.1%	1,012	45.2%	993	46.9%
Average	435	25.2%	546	28.4%	572	25.6%	533	25.2%
Poor	79	4.6%	98	5.1%	99	4.4%	114	5.4%
Very Poor	24	1.4%	31	1.6%	49	2.2%	47	2.2%
Total Response	1,723		1,924		2,237		2,116	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	223	15.8%	245	15.7%	308	16.7%	274	16.2%
Good	560	39.6%	641	41.0%	703	38.1%	684	40.3%
Average	476	33.6%	509	32.6%	619	33.6%	545	32.1%
Poor	115	8.1%	128	8.2%	138	7.5%	146	8.6%
Very Poor	41	2.9%	39	2.5%	75	4.1%	47	2.8%
Total Response	1,415		1,562		1,843		1,696	

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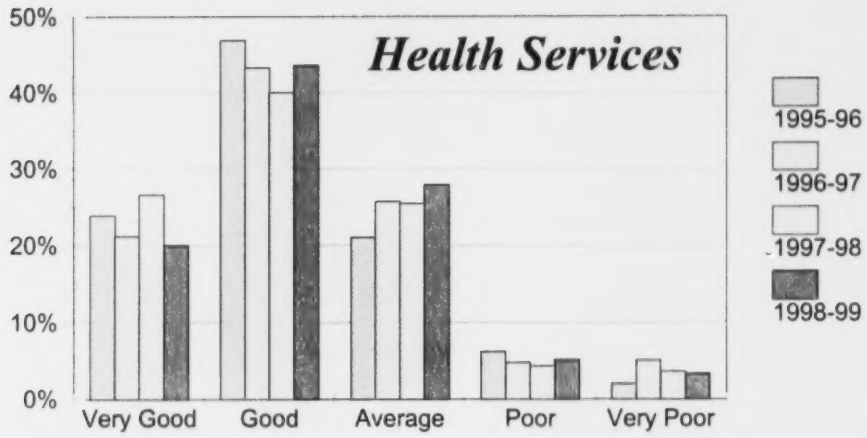
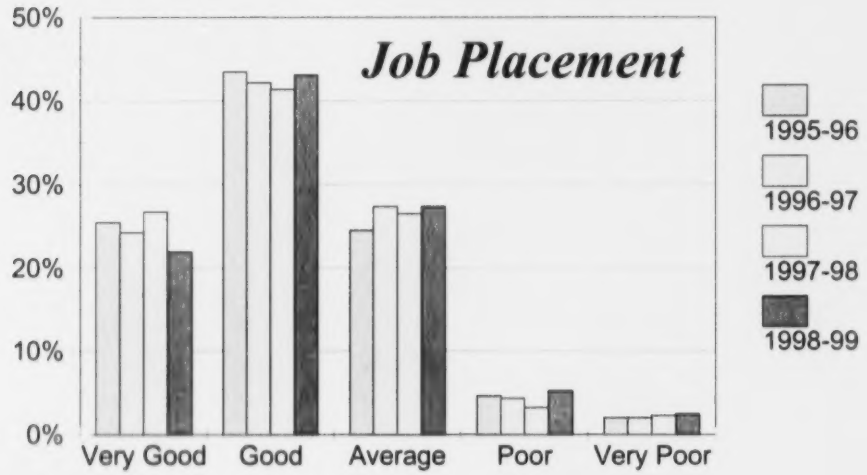


OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	151	23.9%	151	21.2%	223	26.6%	160	20.0%
Good	297	46.9%	309	43.3%	336	40.1%	350	43.6%
Average	133	21.0%	183	25.7%	213	25.4%	224	27.9%
Poor	39	6.2%	34	4.8%	36	4.3%	41	5.1%
Very Poor	13	2.1%	36	5.0%	30	3.6%	27	3.4%
Total Response	633		713		838		802	



OPINION	1995-96		1996-97		1997-98		1998-99	
Very Good	128	25.5%	147	24.3%	202	26.8%	152	21.9%
Good	218	43.4%	255	42.1%	312	41.3%	299	43.1%
Average	123	24.5%	166	27.4%	200	26.5%	190	27.4%
Poor	23	4.6%	26	4.3%	24	3.2%	36	5.2%
Very Poor	10	2.0%	12	2.0%	17	2.3%	17	2.4%
Total Response	502		606		755		694	

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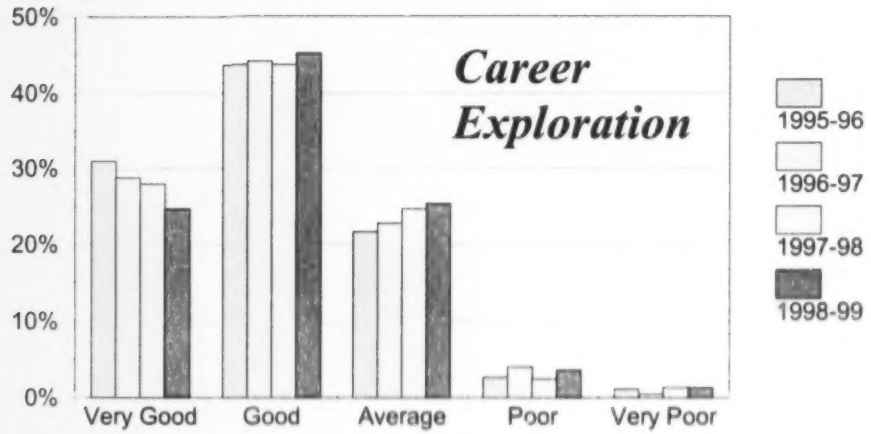

OPINION	*1995-96*		*1996-97*		*1997-98*		*1998-99*	
Very Good	221	**31.0%**	252	**28.7%**	294	**27.9%**	232	**24.7%**
Good	312	**43.7%**	387	**44.1%**	460	**43.7%**	425	**45.2%**
Average	154	**21.6%**	199	**22.7%**	259	**24.6%**	238	**25.3%**
Poor	19	**2.7%**	35	**4.0%**	26	**2.5%**	34	**3.6%**
Very Poor	8	**1.1%**	4	**0.5%**	14	**1.3%**	12	**1.3%**
Total Response	***714***		***877***		***1,053***		***941***	

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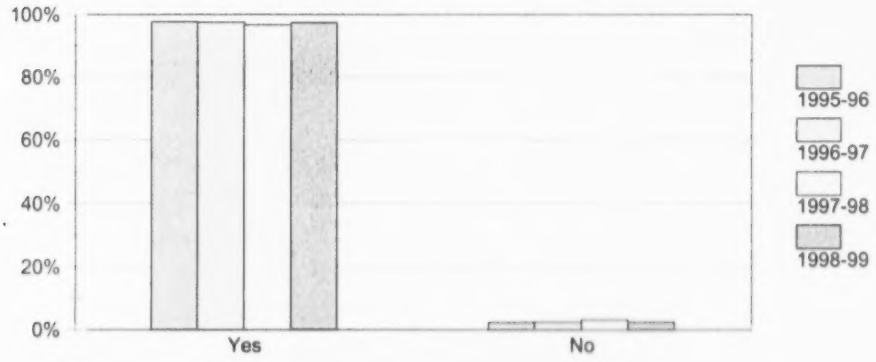
Satisfied with Preparation

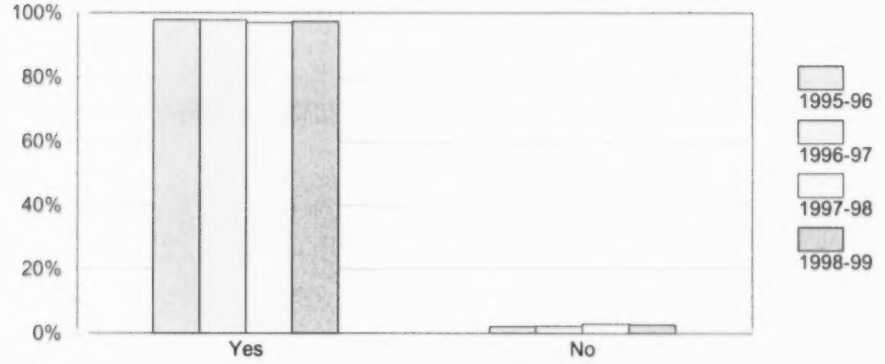
Student response to the question, "Are you satisfied with the preparation you received at SFCC for continuing your education or for further employment?"



Satisfaction with Preparation								
OPINION	1995-96		1996-97		1997-98		1998-99	
Yes	1,679	97.7%	1,863	97.5%	2,172	96.7%	2,081	97.5%
No	39	2.3%	47	2.5%	73	3.3%	54	2.5%

Recommend Santa Fe to Friends

Student response to the question, "Would your recommend Santa Fe to your friends?"



Recommend Santa Fe to Friends								
OPINION	1995-96		1996-97		1997-98		1998-99	
Yes	1,665	97.9%	1,863	97.8%	2,174	97.1%	2,081	97.4%
No	36	2.1%	42	2.2%	66	2.9%	55	2.6%

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